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ABSTRACT

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in financial management, use technology in the financial management field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section provides an opportunity for students to learn about the development and use of financial information and to apply this information within the context of business and personal life. It includes a rationale and philosophy for the financial management strand, strand organization, and planning for instruction. The 14 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in these areas of financial management: financial information, taxation, business management, financial software, and accounting. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 76 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

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ED 412 421

CAREER & TECHNOLOGY STUDIES

FINANCIAL MANAGEMENT

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S–3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

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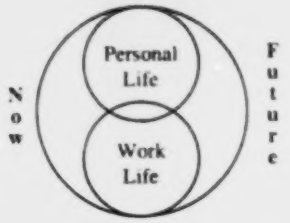
In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



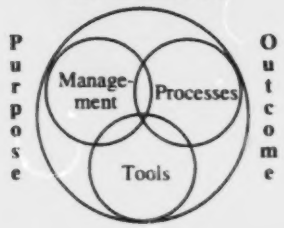
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

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GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

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Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

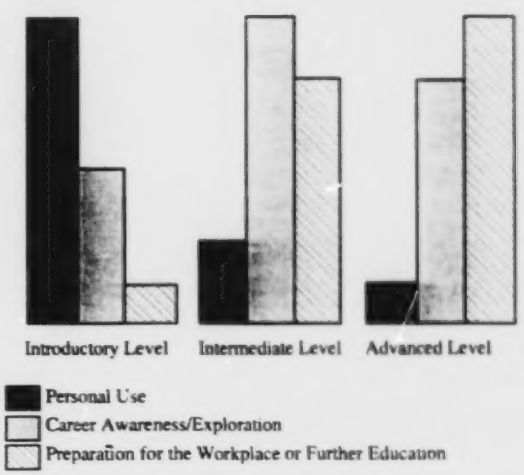
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



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CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

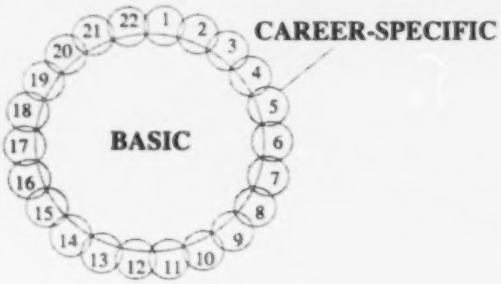
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



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BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework *. As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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FINANCIAL MANAGEMENT

B. STRAND RATIONALE AND PHILOSOPHY

In our rapidly changing, complex world, the ability to manage our financial affairs is a basic requirement. Financial management is required in all aspects of society and is an essential life skill.

The Financial Management strand of Career and Technology Studies will provide an opportunity for students to learn about the development and use of financial information and to apply this information within the context of business and personal life. The field of financial management offers many occupational opportunities.

Within the philosophy of Career and Technology Studies, *students* in Financial Management *will*:

- develop an appreciation for ethics in personal and business financial management
- develop an awareness of the impact of the economy on self, society and the workplace
- develop basic knowledge, skills and attitudes that have specific applications to financial management and broad career applications to the world of work
- develop an awareness of realistic career choices related to personal interests, abilities and aptitudes; and recognize the need for lifelong learning
- develop decision-making, problem-solving and communicative skills that demonstrate initiative, creativity and flexibility within a rapidly changing financial environment
- use information and technology effectively and efficiently
- link the knowledge, skills and attitudes developed in Financial Management to other curricular areas
- demonstrate the ability to work cooperatively with others
- use community and business partnerships to relate and apply theory to realistic situations
- demonstrate mastery of basic competencies.

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STRAND ORGANIZATION

THEMES

Modules in Financial Management have been grouped into three theme areas: user, user/preparer, and user/analyst. The modules in the user theme provide basic information and skills for personal use. Students who complete modules in the user/preparer theme acquire knowledge, skills and attitudes that may give them job-entry skills. User/analyst modules stress the competencies related to management decision making and provide students with some indication as to whether they would be interested in pursuing training at a post-secondary level.

CONCEPTS

The module learner expectations describe the competencies that students are expected to develop. The concepts attached to the specific learner expectations are based upon what the student is required to learn to meet the exit-level competencies. The sequence in which the learning should take place to achieve the assessment criteria and conditions provides the basis for the choice of the concepts for each module.

LEVELS

The Financial Management curriculum is organized into three levels of learning: introductory, intermediate and advanced, denoting the degree of complexity and the level of student ability expected for success. Students at the introductory level work with teacher guidance. The introductory level provides basic skills and knowledge. At the intermediate level, the modules build on the competencies learned at the introductory level. When students have been taught the prerequisite skills and knowledge, teachers should expect students to assume more responsibility for their learning as they apply this knowledge. At the advanced level, students are expected to take personal responsibility for their learning, to work cooperatively in groups when appropriate, and to require less direct instruction from their teacher. At the advanced level, the students are more involved in research and decision making. The assessment criteria and conditions at each level reflect the change in expectations.

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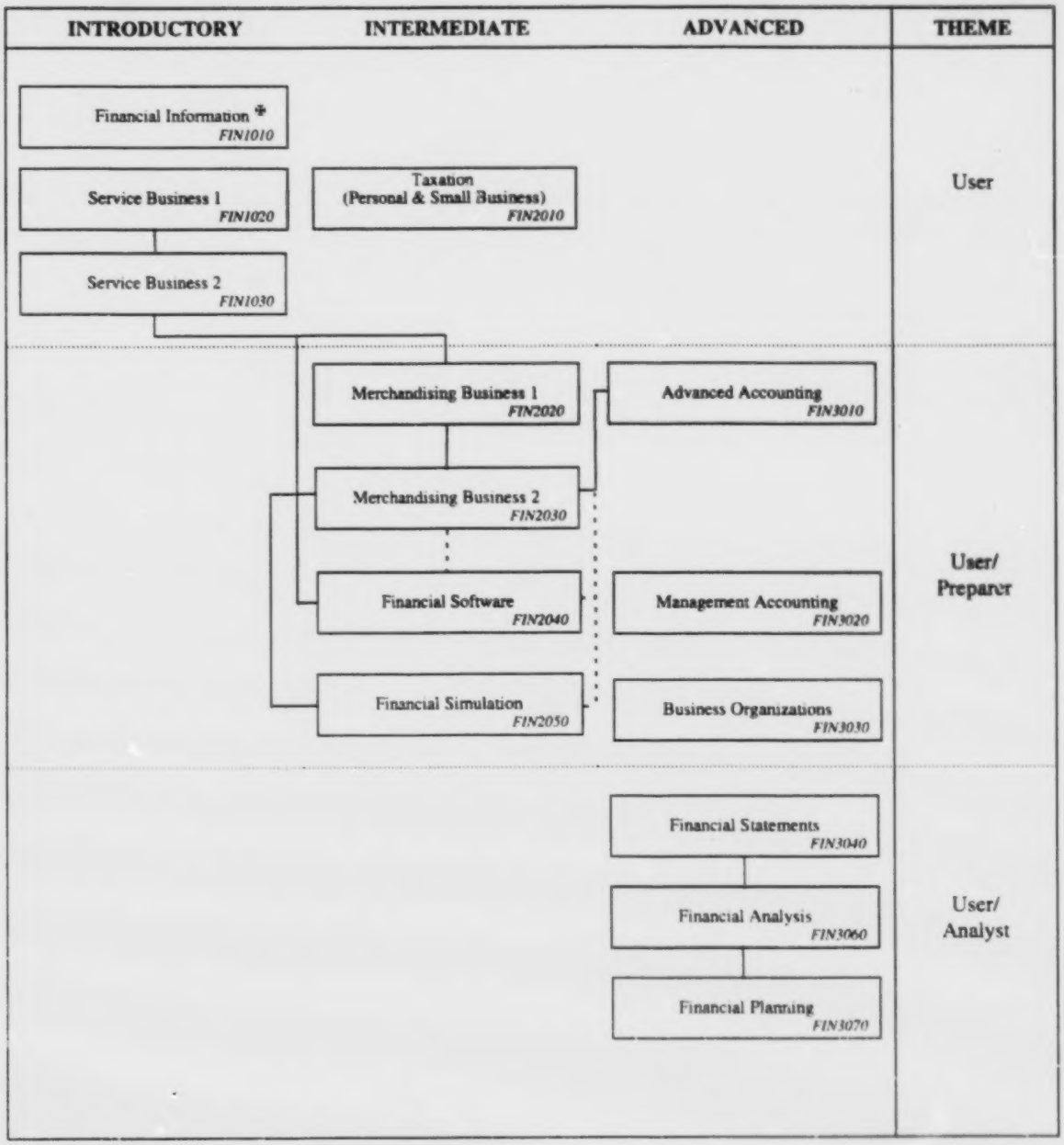

——— Prerequisite . . . . Recommended sequence

✣ Prerequisite to all modules in this strand.

MODULE DESCRIPTIONS

Module FIN1010: Financial Information
Students explore such concepts as ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

Module FIN1020: Service Business 1
Students are introduced to the accounting cycle. They establish a set of books and record business transactions. Students are also introduced to terminology unique to financial accounting.

Module FIN1030: Service Business 2
Students complete the accounting cycle begun in FIN1020 Service Business 1, and prepare financial statements and a budget. Students also develop an awareness of the many career challenges and opportunities to be found in the financial management field.

Module FIN2010: Taxation (Personal & Small Business)
Students examine the Canadian income tax system through the preparation of a variety of personal and small business income tax returns.

Module FIN2020: Merchandising Business 1
Students apply specialized financial accounting procedures associated with the buying and selling of goods in a retail system.

Module FIN2030: Merchandising Business 2
Students complete the accounting cycle established in FIN2020 Merchandising Business 1, prepare financial statements, and establish and operate a payroll system.

Module FIN2040: Financial Software
Students learn how to use an accounting software package that is used in business.

Module FIN2050: Financial Simulation
Students apply accounting principles to realistic business situations, using manual and/or computer simulations based on the records of a proprietorship and/or a partnership.

Module FIN3010: Advanced Accounting
Students apply advanced accounting procedures—including capital assets and uncollectible accounts—used by a variety of businesses. Students also prepare adjustments, using the accrual method of accounting, and examine manufacturing or departmental accounting.

Module FIN3020: Management Accounting
Students explain management accounting, which involves optimizing capital assets for maximum return on investments. Students also examine various internal systems used to safeguard business assets.

Module FIN3030: Business Organizations
Students examine the accounting procedures related to proprietorships, partnerships, corporations and other entities. Students determine the effect the different forms of business ownership have on the equity section of the balance sheet.

Module FIN3040: Financial Statements
Students examine the content and structure of financial statements, and prepare customized financial statements for a variety of businesses.

Module FIN3060: Financial Analysis
Students use formulas and ratios to evaluate the financial status of business organizations, interpret data, report results and recommend change based on the analysis.

Module FIN3070: Financial Planning
Students explain the value of financial planning for a business. They explore the impact of economic trends, changing world markets and tax implications, all of which must be considered when preparing financial forecasts. The concept of market research is also discussed.

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SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Financial Management strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters:
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

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Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides (in Section J of this Guide) have been developed for the following modules in Financial Management:

- Financial Information
- Advanced Accounting

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PLANNING FOR FINANCIAL MANAGEMENT

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Financial Management strand.

The Financial Information module may be offered at the junior high school Grade 9 level. It is intended that all other modules in Financial Management would be offered at the senior high school level.

There have not been specific modules developed to replace the Record Keeping course. Some of the concepts are covered in Financial Management modules (see correlation of Financial Management to Record Keeping in Section H). Teachers may wish to develop modules that will meet the needs of those students for whom the Financial Management modules are not suitable.

There are no specialized facility requirements for any of the Financial Management modules. Access to computers and software is optional at the introductory and intermediate levels and access to computers and software is recommended at the advanced level.

To ensure the students comprehend accounting principles, it is recommended that the emphasis be placed on manual spreadsheet applications prior to the introduction of accounting packages.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Financial Management modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Following are sample courses that could be delivered to senior high school students.

A 3-credit course for students without any previous Financial Management might contain the following modules:

MODULES
Financial Information (FIN1010)
Service Business 1 (FIN1020)
Service Business 2 (FIN1030)
RATIONALE/KEY LEARNINGS
The students learn to process financial information (by applying steps in the accounting cycle), to make decisions about future financial plans (through budgeting, credit and economic environment analysis), to value ethical conduct (through discussion and case study) and to plot career paths in financial management. This course complements all CTS strands and provides students with the opportunity to use their knowledge and skills in financial management in different contexts.

Another 3-credit course might have the following modules:

FIN1010 FIN2010 FIN3030

For a 5-credit course for students without any previous financial management, the following sample courses may be considered:

FIN1010	FIN1010	FIN1010
FIN1020	FIN3020	FIN2010
FIN1030	FIN3030	FIN3040
FIN2020	FIN3040	FIN3060
FIN2030	FIN3060	FIN3070

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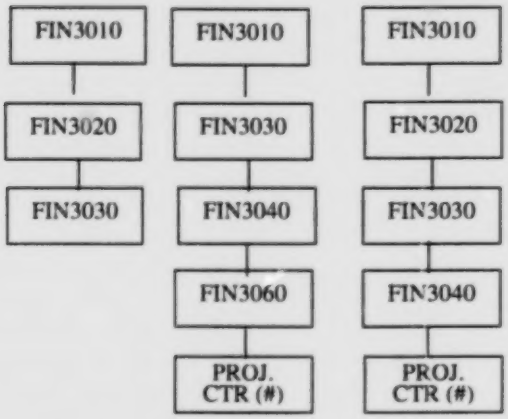
The following are suggestions for 3- and 5-credit courses where students have the prerequisites.



Organizing for Learning

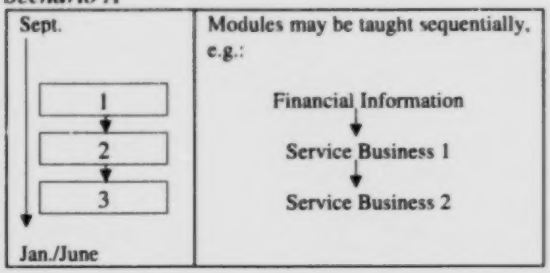
While some modules in Financial Management lend themselves to individualized instruction, it is suggested that the module Financial Information (FIN1010) be presented to a group of students to allow for group discussion and other activities.

The basic competencies related to teamwork, leadership and service can be emphasized in modules at the advanced level where group activities and projects would be appropriate.

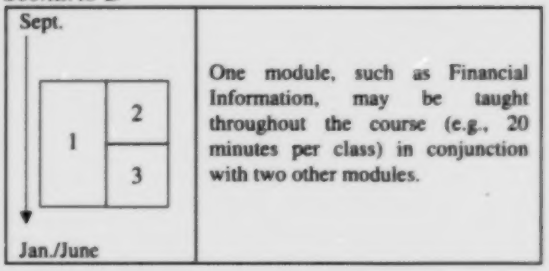
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Modules can be delivered sequentially, concurrently or combined as 3-, 5- or 6-credit courses as outlined below:

Scenario A

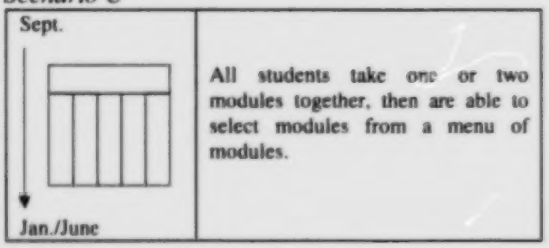


Scenario B

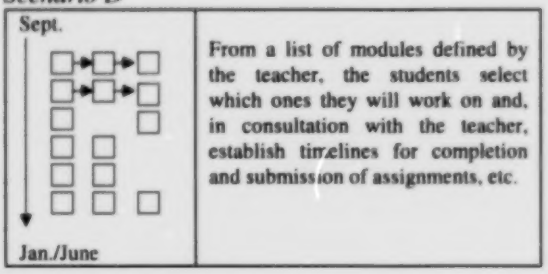

Sept.
1
2
3
Jan./June
One module, such as Financial Information, may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules.

Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D


Sept.
Jan./June
From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Financial Management to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

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An example of an appropriate project related to Financial Management is outlined in Section H of this Guide. Other projects could be determined based upon the student's interests.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

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MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Financial Management.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FIN1010:	Financial Information	D.3
Module FIN1020:	Service Business 1	D.7
Module FIN1030	Service Business 2	D.9

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MODULE FIN1010: FINANCIAL INFORMATION

Level: Introductory

Theme: User

Prerequisite: None

Module Description: Students explore such concepts as ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

Note: This module is the introduction to all other modules in Financial Management.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain the importance of ethical conduct	• preparing a code of ethics for a financial management student that includes examples of relationships with other individuals, school clubs (teams), and family and community members. *Assessment Tool* *Financial Information, FIN1010–1* *Standard* *Rating of 1*	15
• identify and explain personal and small business financial management	• achieving 50% on a test related to economic environment issues and to acquiring and using financial resources. *Assessment Tool* *Sample Concept Test, FIN1010–2*	65
	• the student preparing a report that provides at least two examples each of government legislation at the federal, provincial and municipal level and how this legislation will affect small business financial management. In the discussion, the student will make reference to specific types of small businesses describe possible sources of information available to assist an individual or a small business. *Assessment Tool* *Financial Information, FIN1010–3* *Standard* *Rating of 1*	20

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Ethics	*The student should:* • define ethics within the scope of personal and business financial management • explain ethical issues through the use of case studies • identify appropriate ethical conduct.	Code of ethics. Videos on ethics—print support material (ACCESS).
The Economic Environment	• give examples of the effects of the economy on decision making and planning for an individual and for a small business; e.g., interest rates, price changes, environmental issues, competition.	Financial publications. Daily newspapers. Magazines.
Acquiring and Using Financial Resources	• list the methods of acquiring capital • identify the services offered by financial institutions to an individual and to a business • describe potential problems, for an individual or for a small business, of using credit • demonstrate skills in managing bank accounts including emerging technologies in banking • compare the insurance requirements of an individual with the insurance requirements of a small business.	Materials from financial institutions; e.g., print, videos.

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Concept	Specific Learner Expectations	Notes
Government Legislation	*The student should:* • describe the regulations and policies of levels of government, which affect financial management for an individual and for a small business; e.g., municipal by-laws and provincial labour laws, taxation	Gather information from three levels of government.
	• compare sources of information and assistance available to a small business with that available to an individual.	Prepare a report.

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MODULE FIN1020: SERVICE BUSINESS 1

Level: Introductory

Theme: User

Prerequisite: FIN1010 Financial Information

Module Description: Students are introduced to the accounting cycle. They establish a set of books and record business transactions. Students are also introduced to terminology unique to financial accounting.

Module Parameters: Access to computers.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and apply the steps in the accounting cycle, up to the trial balance, for a service business	• given appropriate data, completing a project that includes the module concepts. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 1*	100
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Financial Statements	*The student should:* • describe the purposes of financial statements and their uses • explain the effects of GAAP (generally accepted accounting principles) on financial statements • compare the financial statements of a variety of types of businesses.	

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Concept	Specific Learner Expectations	Notes
Opening Balance Sheet	*The student should:* • identify and define assets, liabilities and capital • prepare a balance sheet • apply the accounting equation in the analysis of the balance sheet.	Students could prepare personal net worth statements.
Double Entry System	• describe the theory of a double entry system • analyze business transactions.	Use T-account method to illustrate concept.
Ledgers	• identify and define revenue and expense accounts • prepare a chart of accounts • open the general ledger accounts.	
Journals	• analyze and journalize transactions • post journal entries to the appropriate general ledger account • identify the types of accounting errors and apply appropriate correction techniques.	Relate journal transactions to source documents.
Trial Balance	• record ledger account balances on a trial balance • identify the types of accounting errors and apply appropriate correction techniques.	
Petty Cash	• identify the purpose of a petty cash fund • record the entries to establish and replenish the petty cash fund • describe ethical issues of petty cash.	The voucher system does not need to be dealt with at this time.

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MODULE FIN1030: SERVICE BUSINESS 2

Level: Introductory

Theme: User

Prerequisite: FIN1020 Service Business 1

Module Description: Students complete the accounting cycle begun in FIN1020 Service Business 1, and prepare financial statements and a budget. Students also develop an awareness of the many career challenges and opportunities to be found in the financial management field.

Module Parameters: Access to computers; a computerized spreadsheet may be used.

Supporting Module: One spreadsheet module from Information Processing.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and apply the steps in the accounting cycle, from the worksheet to the post-closing trial balance, for a service business	• completing and analyzing a project that includes a worksheet, financial statements, preparing and posting closing entries, post-closing trial balance. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* ***and*** *Marking Guides, FINMKG–1 to FINMKG–5* *Sample Analysis Questions Tool, FIN1030–1* *Standard* *Rating of 1*	80
• recognize the need for preparing budgets	• given unarranged data, preparing a simple budget for a small business. *Assessment Tool* *Refer to resources from financial institutions*	10
• examine careers in the financial management field	• preparing an occupational profile related to financial management. *Assessment Tool* *Occupational Profile Tool, FIN1030–2*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Worksheet	*The student should:* • record all ledger accounts in the trial balance section of the worksheet • classify and record ledger account balances in the appropriate section of the worksheet and calculate the net income or net loss.	Spreadsheet.
Financial Statements	• prepare an income statement, a statement of changes in owner's equity, and a balance sheet from the information in a completed worksheet.	
Closing Entries	• record closing entries in a journal • post the closing entries to the appropriate accounts.	
Post-closing Trial Balance	• outline the purpose of a post-closing trial balance • prepare a post-closing trial balance from the general ledger.	Review all steps in the accounting cycle.
Budgeting	• describe the need for preparing specific budgets as a planning tool • prepare a budget • compare actual revenues and expenditures with budgeted amounts for the purpose of decision making.	
Careers	• describe skills and knowledge required to obtain employment in the financial management field • identify employment options of an accountant in public practice and/or private practice • describe the implications that career choices may have on lifestyles.	Guest speakers, career fairs, student reports, field trips.

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MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Financial Management.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module FIN2010:	Taxation (Personal & Small Business)	E.3
Module FIN2020:	Merchandising Business 1	E.5
Module FIN2030:	Merchandising Business 2	E.7
Module FIN2040:	Financial Software	E.9
Module FIN2050:	Financial Simulation	E.11

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MODULE FIN2010: TAXATION (PERSONAL & SMALL BUSINESS)

Level: Intermediate

Theme: User

Prerequisite: FIN1010 Financial Information

Module Description: Students examine the Canadian income tax system through the preparation of a variety of personal and small business income tax returns.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define the Canadian concept of taxation	• completing a concept test from resources available. *Assessment Tool* *Taxation, FIN2010–1* *Also see resource "Teaching Taxes" from Revenue Canada or equivalent*	25
• apply the concept, by preparing income tax returns	• preparing personal tax returns including employment and other sources of income and deductions. *Assessment Tool* *Taxation, FIN2010–2* *Also see resource "Teaching Taxes" from Revenue Canada or equivalent*	75
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
History	*The student should:* • describe the major taxation events in Canadian history • describe the characteristics of our tax laws and considerations for implementation.	Revenue Canada materials.
Kinds of Taxes	• describe the different kinds of taxes and their purpose.	Revenue Canada materials.
Tax Administration	• describe the role of Revenue Canada in the collection and distribution of direct taxes.	Revenue Canada materials.
Rights and Responsibilities of a Taxpayer	• summarize the rights and responsibilities of the Canadian taxpayer.	Revenue Canada materials.
Preparation of Tax Returns for an Individual and for a Small Business	• identify and describe the components of a personal income tax return • prepare personal income tax returns • prepare a small business income tax return where capital cost allowance and CPP for self-employment are considered • describe various filing procedures; e.g., electronic filing, tax discounters.	Revenue Canada materials.
Where Your Tax Dollars Go	• explain how Canadian tax dollars are spent.	

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MODULE FIN2020: MERCHANDISING BUSINESS 1

Level: Intermediate

Theme: User/Preparer

Prerequisite: FIN1030 Service Business 2

Module Description: Students apply specialized financial accounting procedures associated with the buying and selling of goods in a retail system.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **adapt and use accounting procedures associated with the buying and selling of merchandise**	• completing a simulation of a merchandising business that covers one month of business transactions related to the module concepts followed by an audit test. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* ***and*** *Marking Guides, FINMKG–1 to FINMKG–5* *Standard* *Rating of 2*	100
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Merchandise Accounting	*The student should:* • differentiate between service and merchandising businesses • analyze journal transactions specific to a merchandising business.	

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Concept	Specific Learner Expectations	Notes
Journals	*The student should:* • compare the advantages with the disadvantages of using various journals • analyze and record business transactions in a journal(s) • describe the need for and recording of returns/ allowances and sales taxes • total and prove the journal(s).	Use synoptic/combination journal.
Subsidiary Ledgers	• describe the relationship between the subsidiary ledgers and the controlling accounts • post from the journals to the general and subsidiary ledgers • prepare schedules of accounts for subsidiary ledgers.	Review variety of methods used to keep customer accounts.

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MODULE FIN2030: MERCHANDISING BUSINESS 2

Level: Intermediate

Theme: User/Preparer

Prerequisite: FIN2020 Merchandising Business 1

Module Description: Students complete the accounting cycle established in FIN2020 Merchandising Business 1, prepare financial statements, and establish and operate a payroll system.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **finalize the steps in the accounting cycle, from the worksheet to the post-closing trial balance, using information from FIN2020 Merchandising Business 1**	• given data that will result in a net loss, completing a project that includes an eight-column worksheet, an income statement, a statement of owner's equity, a balance sheet, preparing and posting adjusting and closing entries, and a post-closing trial balance. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* ***and*** *Marking Guides, FINMKG–1 to FINMKG–5* *Standard* *Rating of 2*	65
	• completing an audit test based on the project. *Assessment Tool* *Analysis Questions prepared by teacher*	20
• **prepare a payroll**	• given data, prepare payroll register and appropriate journal entries. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 2*	15
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Fiscal Period Adjustments	*The student should:* • explain the purpose of adjusting entries • describe the need for periodic and year-end inventory calculations • complete the eight-column worksheet.	
Financial Statements	• calculate costs of goods sold • prepare an income statement • prepare a statement of changes in owner's equity • prepare a balance sheet.	
Closing the Ledger	• journalize adjusting and closing entries • post adjusting and closing entries • prepare a post-closing trial balance.	
Payroll	• describe the legislated and taxation requirements related to payroll • calculate gross pay, deductions and net pay • record journal entries for the payroll register, the employer's share of contributions, the payment of payroll and the payroll liabilities.	Use a spreadsheet. Use current-year tables for CPP, EI, Tax Methods of compensating an employee.

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MODULE FIN2040: FINANCIAL SOFTWARE

Level: Intermediate

Theme: User/Preparer

Prerequisite: FIN1030 Service Business 2

Module Description: Students learn how to use an accounting software package that is used in business.

Module Parameters: Access to computers and software.

Supporting Modules: FIN2030 Merchandising Business 2
INF2010 Workstation Operations

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate efficient use of designated small business accounting software	• completing a software tutorial that incorporates the setup, input and output of data, and workstation management, including a presentation that discusses the comparison of manual and automated procedures.	90
• demonstrate appropriate workstation management procedures	*Assessment Tool* *Financial Software, FIN2040–1* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 2*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Set-up	*The student should:* • identify procedures required to use the accounting software package • prepare a chart of accounts.	
Input	• analyze transactions and enter data • prepare the accounts for the next reporting period.	
Output	• generate reports • compare and contrast manual and computerized accounting procedures.	
Workstation Management	• apply correct workstation procedures.	

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MODULE FIN2050: FINANCIAL SIMULATION

Level: Intermediate

Theme: User/Preparer

Prerequisite: FIN2030 Merchandising Business 2

Module Description: Students apply accounting principles to realistic business situations, using manual and/or computer simulations based on the records of a proprietorship and/or a partnership.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **apply accounting principles to realistic business situations**	• providing periodic audit data to confirm correct procedures; providing manual/hard copy and/or data disk showing completion of a simulation. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A and Marking Guides, FINMKG–1 to FINMKG–5 and/or Financial Software, FIN2040–1* *Standard* *Rating of 2*	50
	• completing an audit test that includes reconstructing transactions, analysis of ledger, journals, financial statements. *Assessment Tool* *See publishers' resources*	50
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Manual Simulation	*The student should:* • complete an appropriate manual simulation that incorporates realistic documents and tasks, and integrates the knowledge, skills and attitudes of financial management for a small business.	Use textbooks or packages from publishers.
Computer Simulation	• complete an appropriate computer simulation that incorporates realistic documents and tasks and integrates the knowledge, skills and attitudes of financial management for a small business • describe the use of the computer as a tool in processing data related to the accounting cycle • compare and analyze the differences between computerized and manual accounting procedures • describe why it is necessary to prepare a computer data back-up system.	See correlation of resources.

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MODULE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Financial Management.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module FIN3010:	Advanced Accounting	F.3
Module FIN3020:	Management Accounting	F.7
Module FIN3030:	Business Organizations	F.9
Module FIN3040:	Financial Statements	F.13
Module FIN3060:	Financial Analysis	F.17
Module FIN3070:	Financial Planning	F.19

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MODULE FIN3010: ADVANCED ACCOUNTING

Level: Advanced

Theme: User/Preparer

Prerequisite: FIN2030 Merchandising Business 2

Module Description: Students apply advanced accounting procedures—including capital assets and uncollectible accounts—used by a variety of businesses. Students also prepare adjustments, using the accrual method of accounting, and examine manufacturing or departmental accounting.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define terms relevant to capital assets, uncollectible accounts, accruals, and manufacturing or departmental accounting	• successfully completing a concept test that includes capital assets, uncollectible accounts, accruals, and one of the following: manufacturing or departmental accounting. *Assessment Tool* *Advanced Accounting, FIN3010–1 with suggested answers*	20
• apply advanced accounting procedures that relate the above terms to realistic business situations	• given data that relates to each concept, preparing appropriate financial documents. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 3*	80
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Capital Assets	*The student should:* • calculate and record the amortization of capital assets • record the acquisition of capital assets; e.g., a trade-in • analyze accounting principles to determine whether to record the acquisition as an asset or an expense • journalize and post entries involving the disposal of capital assets • prepare a capital assets schedule • define depletion expense related to natural resources.	The process of allocating a capital asset's cost to expense is called amortization in Section 3060 of the *CICA Handbook*. The more common term used to describe the allocation of the cost when referring to capital assets such as property, plant and equipment is depreciation.
Uncollectible Accounts	• prepare a statement of accounts receivable aging • calculate the value of uncollectible accounts receivable using a variety of methods • record journal entries for uncollectible accounts using the allowance method • prepare journal entries to write off uncollectible accounts receivable • record journal entries for the collection of accounts previously written off.	
Accruals	• prepare the adjustments needed to update particular general ledger accounts to include accruals; e.g., payroll, interest.	

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Concept	Specific Learner Expectations	Notes
One of: Manufacturing OR	*The student should:* • explain differences in accounting procedures between a merchandising business and a manufacturing business • record journal entries for a manufacturing business • prepare a Statement of Cost of Goods Manufactured.	
Departmental Accounting	• explain the purpose of a departmental accounting system • describe the scope and nature of specialized accounting responsibilities in regard to departmentalized accounting, and the manner in which these might be assigned including: – individuals in different locations – a computer in a central location or a computer in each department – control measures that would be required – gathering of information at specific times. • prepare journal entries from data supplied.	

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MODULE FIN3020: MANAGEMENT ACCOUNTING

Level: Advanced

Theme: User/Preparer

Prerequisite: FIN1010 Financial Information

Module Description: Students explain management accounting, which involves optimizing capital assets for maximum return on investments. Students also examine various internal systems used to safeguard business assets.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• assess return on investments, by analyzing price/cost and break even point	• successfully completing a test related to the concepts in the first two module learner expectations. *Assessment Tool* *Management Accounting, FIN3020–1*	50
• examine internal controls used to safeguard organizational assets		50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Management Accounting	*The student should:* • describe management accounting • differentiate between the fields of managerial accounting and financial accounting.	

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Concept	Specific Learner Expectations	Notes
Price/Cost	*The student should:* • define and explain cost and differentiate between fixed and variable costs • describe the factors to consider when establishing selling prices.	
Break-even Point	• define and calculate break-even point • analyze the effect on net income when changes in volume costs, unit prices or sales mix occur.	Use graphs to present information
Inventory	• analyze the financial implications of maintaining inventory • identify optimal inventory levels • describe procedures used to count and record the physical inventory • calculate the value of inventory using a variety of methods and making adjustments for obsolete inventory.	
Internal Controls and Internal Audit	• define an internal control system • describe internal auditing procedures appropriate to a business. • describe specific controls over cash, inventory, etc. • explain the differences between the items that appear on the statement from the bank and the items that appear in the records of business • describe the methods used to reconcile the differences • prepare a bank reconciliation from data that show a number of differences between the bank statement and the records of a business.	Discuss white collar crime. Guest speaker; e.g., external auditor

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MODULE FIN3030: BUSINESS ORGANIZATIONS

Level: Advanced

Theme: User/Preparer

Prerequisite: FIN1010 Financial Information

Module Description: Students examine the accounting procedures related to proprietorships, partnerships, corporations and other entities. Students determine the effect the different forms of business ownership have on the equity section of the balance sheet.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the organizational differences among various forms of business organization	• preparing a report that explains the advantages and disadvantages of the various forms of business organization. *Assessment Tool* *Business Organizations, FIN3030–1* *Standard* *Rating of 3*	20
• compare the owner's equity of different forms of business organization	• given appropriate data, completing a project that shows changes in the presentation of owner's equity as it evolves from a proprietorship through various forms of ownership. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Business Organizations, FIN3030–2* *Standard* *Rating of 3*	80
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE FIN3030: BUSINESS ORGANIZATIONS (continued)

Concept	Specific Learner Expectations	Notes
Introduction	*The student should:* • define accounting terms relevant to various types of business organization.	
Proprietorship	• describe the financial, legal and tax implications of a sole proprietorship • explain the changes in owner's equity resulting from additional investments or withdrawals of capital funds • prepare Statement of Proprietor's Equity related to data provided where this is additional investment or withdrawal of capital funds.	Bulletin board display could show examples of different forms of business organizations.
Partnership	• describe the financial, legal and tax implications of a partnership • analyze the most common types of partnerships • analyze data related to the partners' equity section of the balance sheet; e.g., initial investment, share of net profit or loss, additional partner investments and withdrawals • prepare Statement of Distribution of Net Income and Statement of Partners' Equity.	Obtain sample partnership agreements. Case studies could be used.
Corporation	• describe the financial, legal and tax implications of a corporation • analyze the formation and organization of a corporation • differentiate between private and public corporations • analyze data related to the shareholders' section of the balance sheet including differences between classes of shares • prepare a Statement of Shareholders' Equity from data supplied.	Collect sample Articles of Association, share dividends, share certificates, notice of annual meeting, proxy form, etc.

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Concept	Specific Learner Expectations	Notes
Other Forms of Organization (Franchise, Cooperatives, Non-profit and Miscellaneous)	*The student should:* • define a franchise and distinguish between the two categories: – product distribution – entire business franchising • describe the major differences between buying a franchise and buying a non-franchise business • describe the differences between a cooperative and a corporation; e.g., voting and distribution of net income • describe the reasons for establishing a non-profit organization • describe the legislation related to non-profit organization • describe pyramid schemes and "get rich quick schemes."	Guest speaker, newspaper and magazine articles.

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MODULE FIN3040: FINANCIAL STATEMENTS

Level: Advanced

Theme: User/Analyst

Prerequisite: FIN1010 Financial Information

Module Description: Students examine the content and structure of financial statements, and prepare customized financial statements for a variety of businesses.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain how a balance sheet reflects the financial position of a business on a specific date, and explain how the income statement reflects the financial operations of a business for a specific period of time	• preparing a report (including tables, graphs, etc.) that deals with the purpose, format and components of an income statement and a balance sheet, and discusses adapting financial statements to various types of businesses. *Assessment Tool* *Financial Statements, FIN3040–1* *Standard* *Rating of 3*	60
• adapt the financial statements to various types of businesses	OR • preparing charts of accounts, balance sheets and income statements from data supplied. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 3*	40
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Purpose and Format	*The student should:* • explain the purposes of the balance sheet and the income statement • outline and describe the reasons for the accepted formats • describe the purpose of notes to the financial statements • explain the difference between financial statements prepared from audited records and financial statements that have been reviewed by an auditor.	Collect annual reports from a variety of businesses, municipal and provincial government departments. Check your local library.
Components of the Balance Sheet	• define the following: – assets – current assets – prepaid expenses – investments – intangible assets – fixed assets – liabilities – current liabilities – long-term liabilities – owner's equity • identify specific items within each component; e.g., current assets (petty cash, accounts receivables, allowance for doubtful accounts, inventory, etc.).	Prepare a glossary of terms.

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Concept	Specific Learner Expectations	Notes
Components of the Income Statement	*The student should:* • define the following: – operating revenue – cost of merchandise sold – gross profit on operations – operating expenses – income from operations – other revenue – other expenses – net income • identify specific items within each component; e.g., cost of merchandise sold (opening inventory, purchases, purchases return and allowances, purchases discount, etc.).	Prepare a glossary of terms.
Customized Financial Statements	• compare various accounts required by different types of businesses; e.g., service, retail, agriculture, manufacturing, construction and processing • prepare financial statements for different types of businesses.	

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MODULE FIN3060: FINANCIAL ANALYSIS

Level: Advanced

Theme: User/Preparer

Prerequisite: FIN3040 Financial Statements

Module Description: Students use formulas and ratios to evaluate the financial status of business organizations, interpret data, report results and recommend change based on the analysis.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• use appropriate data for reporting and decision making	• given a company's financial statements, calculating various ratios, researching the comparative financial statements, drawing conclusions and making recommendations for action, now and in the future. *Assessment Tool* *Financial Analysis, FIN3060–1* *Standard* *Rating of 3*	60
• interpret data that has been obtained, in order to recommend action	• preparing a report/presentation on what data are required for reporting and decision-making purposes. *Assessment Tool* *Financial Analysis, FIN3060–2* *Standard* *Rating of 3*	40
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Changes in Financial Position	*The student should:* • identify sources and uses of cash • describe what transactions during a fiscal period caused the changes in cash • describe the purpose of a statement of changes in financial position • prepare a statement of changes in financial position.	
Reporting Procedures	• describe general-purpose and special-purpose reports • explain the frequency with which reports are prepared.	
Comparative Financial Statements	• describe comparative financial statements • analyze the purpose and use of comparative financial statements including the statement of changes in financial position • analyze financial statements from previous years to determine historical trends • demonstrate the use of formulas and ratios to determine information about profitability, management of operations, resources and debt • interpret data obtained to recommend action to be taken.	Use case studies. See current publications for annual ratings.
Business/Industry Comparisons	• compare performance of a business with others in the same industry • compare performance of a business with others in the same geographical area.	Oil industry, pulp and paper industry.

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MODULE FIN3070: FINANCIAL PLANNING

Level: Advanced

Theme: User/Analyst

Prerequisite: FIN3060 Financial Analysis

Module Description: Students explain the value of financial planning for a business. They explore the impact of economic trends, changing world markets and tax implications, all of which must be considered when preparing financial forecasts. The concept of market research is also discussed.

Module Parameters: Access to computers and software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain the value of financial planning • design a forecast that incorporates internal and external factors	• given appropriate data, writing an introduction explaining the need for financial planning and preparing a financial forecast for a new business and/or an existing business. *Assessment Tool* *Assessment Tool for Financial Management Documents/Components, FINDOC–A* *Standard* *Rating of 3*	20 80
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Financial Planning	*The student should:* • explain financial planning and its value in achieving the financial and operational goals of an organization.	

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Concept	Specific Learner Expectations	Notes
External Factors	*The student should:* • describe the factors that affect market demand; e.g., geographic area, competitors, target-share, environmental factors • describe the effects of political decisions on world markets and/or local markets • explain the ramifications of world markets on local business forecasting • describe the impact of economic trends, such as interest rates, inflation, competition, technology and labour market on financial planning • relate financial planning to tax implications.	Contact Chamber of Commerce and other groups to get local information.
Internal Factors	• explain how long-term goals may be affected by sources of funding; e.g., equity financing, debt financing (short-term, long-term), leasing/buying assets • explain the impact of internal factors; e.g., use of technology, price changes, labour problems • describe planning business transactions to minimize or postpone income taxes • describe the financial factors to be considered when preparing a contract bid.	
Budgeting and Forecasting	• describe the benefits that a company may derive from a formal budgeting process • explain what information is required to prepare a forecast for a business including: – a capital plan – an operating forecast – a pro forma balance sheet • prepare a forecast for a new business with data supplied.	

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FINANCIAL MANAGEMENT

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

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- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*

  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 101.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns were validated with extensive input from teachers, professional associations/ contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

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ASSESSING STUDENT ACHIEVEMENT IN FINANCIAL MANAGEMENT

The Financial Management curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Financial Management, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Tools Generic to Financial Management

Some MLEs in the Financial Management strand have as the conditions and criteria for assessment the completion of a project. The tool, Assessment Tool for Financial Management Documents/ Components (FINDOC–A), has been developed to help assess the documents/components that may be included in a project, e.g., income statement, balance sheet. There are also Marking Guides to assist with the assessment of some of the documents/components. These guides were prepared to provide consistency in the way in which these items are assessed. Tool FINDOC–A may be used at the introductory, intermediate and advanced levels.

Some tools in Financial Management provide a standard five-point rating scale to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have also been developed with a five-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes

Tools Specific to Financial Management Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FIN1010–1 or FIN1010–2). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

In some instances where the tool suggested has been a test, a sample test or sample questions have been included. The authorized learning resources for Financial Management include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. When test banks are being used, a separate assessment of the basic competencies would be required. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

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Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

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BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively, prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggest new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – actively seeking out opportunities

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Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenges a position, using written, oral and visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g. idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussion ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ → ☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviour/action is right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required
★ **Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

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GENERIC RATING SCALE

SCALE	RUBRIC STATEMENT **(included in assessment tool/statements; in *italics* are optional)** ***The student*:**	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

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INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

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INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

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ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively	**Preparation and Planning** • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status	**Preparation and Planning** • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection
Presentation • demonstrates effective use of at least one medium of communication: *e.g., Written: spelling, punctuation, grammar, basic format* *Oral: voice projection, body language* *Audio-Visual: techniques, tools* • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources	**Presentation** • demonstrates effective use of at least two communication media: *e.g., Written: spelling, punctuation, grammar, format (formal/informal)* *Oral: voice projection, body language, appearance* *Audio-Visual: techniques, tools, clarity* • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources	**Presentation** • demonstrates effective use of a variety of communication media: *e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)* *Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice* *Audio-Visual: techniques, tools, clarity, speed and pacing* • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

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INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

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FINANCIAL MANAGEMENT DOCUMENTS/COMPONENTS — FINDOC–A

Student Name: _____ Module No: _____

Activity: _____

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. No errors or deficiencies noted. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. No numerical errors but minor formatting errors may be noted. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Minor numerical and/or formatting errors are noted. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Minor numerical and/or formatting errors are noted. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Manual	Computer-assisted	FM Software
use of pen and paper and/or calculator	use of spreadsheet and/or word-processing, software, e.g., Excel, Clarisworks	use of accounting software package, e.g., Simply Accounting (see Tool FIN2040–1 for additional guidance)

Minor Numerical Errors – transposition errors, correct amount transferred to wrong account.
Minor Formatting Errors – errors in underlining, use of abbreviations, spelling, neatness (input sheets, appropriate method of correction), organization of materials.
NOTE: Refer to the Marking Guides noted below for further clarification and assistance.

STANDARD (circle for appropriate level): 1 2 3

DOCUMENTS/COMPONENTS	Rating						Marking Guide
Chart of Accounts	4	3	2	1	0	N/A	
Ledger(s)	4	3	2	1	0	N/A	
Journals	4	3	2	1	0	N/A	
Trial Balance	4	3	2	1	0	N/A	
Petty Cash	4	3	2	1	0	N/A	
Worksheet	4	3	2	1	0	N/A	FINMKG–1
Statement of Income	4	3	2	1	0	N/A	FINMKG–2
Statement of Owner's Equity	4	3	2	1	0	N/A	FINMKG–3
Balance Sheet	4	3	2	1	0	N/A	FINMKG–4
Closing Entries	4	3	2	1	0	N/A	FINMKG–5
Post-closing Trial Balance	4	3	2	1	0	N/A	FINMKG–6
_____	4	3	2	1	0	N/A	
_____	4	3	2	1	0	N/A	
_____	4	3	2	1	0	N/A	
_____	4	3	2	1	0	N/A	
_____	4	3	2	1	0	N/A	
_____	4	3	2	1	0	N/A	

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Galway Place
Worksheet
For the Month of December 19-

(1)

Account Title	Trial Balance		Adjustments		Income Statement		Balance Sheet	
	Debit	Credit	Debit	Credit	Debit	Credit	Debit	Credit
Bank	10.000						10.000	
Accounts Receivable	600						600	
Merchandise Inventory	60.000		(b) 56.000	(a) 60.000			56.000	
Supplies	500			(c) 300			200	
Prepaid Insurance	400			(d) 250			150	
Accounts Payable		2.500						2.500
GST Charged on Sales		840						840
GST Paid on Purchases	280						280	
James Galway, Capital		62.070						62.070
James Galway, Drawings	600						600	
Income Summary			(a) 60.000	(b) 56.000	60.000	56.000		
Sales		12.000				12.000		
Purchases	4.000				4.000			
Insurance Expenses			(d) 250		250			
Miscellaneous Expense	80				80			
Rent Expense	950				950			
Supplies Expense			(c) 300		300			
	77.410	77.410	116.550	116.500	65.580	68.000	67.830	65.410
Net Income					2.420			2.420
					68.000	68.000	67.830	67.830

(2) **(3)** **(4)** **(5)**

(1) Heading
The order of the items in the heading is important—WHO? WHAT? WHEN? (Note: "For the Month of ..." or "For the Year Ended ..." must be used)

(2) Trial Balance
The accounts from the general ledger are listed in the account title column in the same numerical order in which they appear in the general ledger (even if the account does not have a balance). The Trial Balance columns are totalled and checked for accuracy. The columns must be underlined.

(3) Adjustments (if applicable)
The adjustment columns are used to bring various general ledger accounts up to date. These may include Merchandise Inventory, Supplies and Pre-paid Insurance. It is important that the amount used up (the expense in this case) is the amount of the adjustment.

(4) & (5) Income Statement & Balance Sheet
Account balances should be extended with adjustments included to the proper column of the Income Statement of the Balance Sheet. It is important that the Net Income or Net Loss at the bottom of the worksheet correct and that it be properly labelled.

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Galway Place
Statement of Income
For the Month of December, 19-

(1)

(2)	*Revenue*			
	Sales			12.000
	Cost of Merchandise Sold			
(3)	*Merchandise Inventory December 1, 19-*		60.000	
	Purchases		4.000	
	Goods Available for Sale		64.000	
	Less Merchandise Inventory December 31, 19-		56.000	
	Cost of Goods Sold			8.000
(4)	*Gross Profit*			4.000
	Expenses			
	Insurance Expenses		250	
	Miscellaneous Expense		80	
(5)	*Rent Expense*		950	
	Supplies Expense		300	
	Total Expenses			1.580
	Net Income			2.420
				(6)

(1) Heading
The order of the items in the heading is important—WHO? WHAT? WHEN? (Note: "For the Month of ..." or "For the Year Ended ..." must be used to indicate that it is dealing with operations over a period of time).

(2) Revenue
The column on the right is for final totals, columns to the left are subtotalled columns. If there is more than one revenue account, list them in the second column and total in the column on the right.

(3) Cost of Merchandise Sold (if applicable)
It is important that this information be accurately taken from the worksheet. Calculations should be made in the left column and the final total for Cost of Merchandise Sold placed in the right column.

(4) Gross Profit (if applicable)
This is the difference between Sales and Cost of Goods Sold.

(5) Expenses
Expenses should appear in the left column and the Total Expenses be placed in the right column.

(6) Net Income (Loss)
Net Income (Loss) is the difference between Gross Profit and Total. The Total must be underlined.

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MARKING GUIDE FOR A CAPITAL STATEMENT/STATEMENT OF OWNER'S EQUITY

FINMKG–3

Galway Statement
Capital Statement
For the Month of December, 19-
(1)

James Galway, Capital December 1, 19-		*62 070*	
Net Income	*2 240*		
Less Withdrawals	*600*		
Net Increase in Capital		*1 820*	(2)
James Galway Capital December 31, 19-		*63 890*	

(1) Heading
The order of the items in the heading is important—WHO? WHAT? WHEN? (Note: "For the Month of ..." or "For the Year Ended ..." must be used in a Capital Statement as it contains the net income or loss over a period of time.)

(2) Calculations
The column on the right is for final totals, columns to the left are subtotal columns. The calculation if Net Increase or Net Decrease in Capital is most important. The final total must be underlined.

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Galway Statement
Balance Sheet
December 31, 19-
(1)

	Assets			
	Bank		10.000	
	Accounts Receivable		600	
(2)	*Merchandise Inventory*		56.000	
	Supplies		200	
	Prepaid Insurance		150	
	Total Assets			66.950
	Liabilities			
	Accounts Payable		2.500	
	GST Charged on Sales	840		
(3)	*GST Paid on Purchases*	280		
	GST Payable		560	
	Total Liabilities			3.060
	(Capital) Owner's Equity			
(4)	*James Galway, Capital*			63.890
	Total Liabilities and Capital			66.950

(1) Heading
The order of the items in the heading is important—WHO? WHAT? WHEN? (Note: "As at..." or the date as it depicts the balance sheet accounts at a specific date.)

(2) & (3) Assets and Liabilities
Assets and Liabilities are recorded in the order in which they appear in the Balance Sheet section of the Work Sheet.

(4) Owner's Equity (Capital) (if applicable)
This amount may be taken from the Balance Sheet section of the Worksheet, or from the Capital Statement.

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MARKING GUIDE FOR POST-CLOSING TRIAL BALANCE

FINMKG–5

Galway Place
Post-Closing Trial Balance
December 31, 19-
(1)

Account	Debit	Credit
Bank	10.000	
Account Receivable	600	
Merchandise Inventory	5600	
Supplies	200	
Prepaid Insurance	150	
Accounts Payable		2.500
GST Payable		560
James Galway, Capital		63.890
	66.950	66.950

(2) **(3)**

(1) Heading
The order of the items in the heading is important—WHO? WHAT? WHEN? (Note: "As at..." or the date as at depicts the balance sheet accounts at a specific date.)

(2) Account List
The accounts must be listed in the same order as they appear in the ledger.

(3) Debit and Credit Columns
These numbers should be legible and properly aligned. They must be recorded directly from the ledger. The totals must be equal and underlined.

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Module Learner Expectation: The student will explain the importance of ethical conduct.
Criteria and Conditions: Assessment of student achievement should be based on preparing a code of ethics for a financial management student that includes examples of relationships with other individuals, school clubs (teams), and family and community members.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning
- ☐ set goals and follow instructions accurately
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ access basic in-school/community information sources
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately, using correct technical terms
- ☐ use time effectively

Content
- ☐ The code displays the student's understanding of the difference between ethical conduct and rules and regulations
- ☐ The code provides appropriate examples of ethical behaviour in personal and small business relationships (interactions)
- ☐ The code exhibits student awareness and understanding of the effects of ethics (positive and/or negative) on the individual and on the small business

Presenting/Reporting
- ☐ demonstrate effective use of one or more communication media:
  e.g., Written: *spelling, punctuation, grammar basic format*
  Oral: *voice projection, body language*
  Audio-visual: *techniques, tools*
- ☐ use correct grammatical convention and technical terms through proofreading/editing
- ☐ provide an introduction that describes the purpose of the project
- ☐ communicate information in a logical sequence
- ☐ state a conclusion based on a summary of facts
- ☐ provide a reference list of three or more basic information sources

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FIN1010: FINANCIAL INFORMATION

Acquiring and Using Financial Resources

CREDIT

List six sources of financing available to business and describe the services offered by each institution. Use the following headings.

Institution	Services Offered

Susan Miller wants to open a craft store in Red Deer. She has visited four craft stores in the Red Deer area, and two of them are for sale. Susan has saved $5,000 of her own money but is not sure how much it will cost to purchase and maintain the store. She is also unsure as to where she could obtain further financial aid.

List four questions Susan should ask existing owners of craft stores.

If Susan contemplates purchasing an existing store, what business records and statements should she ask to see?

Susan's sister, Lilly, has agreed to loan Susan some money. List two advantages and two disadvantages of borrowing from a friend or relative.

List two advantages and disadvantages of borrowing the funds from a financial institution.

Vocabulary for Credit

The following words should appear in a comprehensive vocabulary test on this concept.

credit
interest
collateral
promissory note
co-signer
amortization

BANKING

Explain the concept of automated tellers, debit cards and the electronic transfer of funds.
List five services that are offered by a financial institution.
Explain the differences between the two main types of bank accounts.
Why do banks charge interest on loans and mortgages?
Why do banks pay different rates of interest to customers on savings?
What are the risks involved to the customer using the automated tellers?

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Vocabulary for Banking

The following words should appear in the comprehensive vocabulary test on this concept.

multi-branch banking
G.I.C.
traveller's cheques
deposit
N.S.F. cheque
P.I.N.
signature card

INSURANCE

List forms of insurance available to an individual.
List forms of insurance available to a business.
Compare the insurance requirements of an individual with the insurance requirements of a small business.
What insurance requirements are required by an individual and by business under government legislation?
Explain why boys in Alberta pay a higher amount for car insurance than girls in Alberta with the same driving record and age.

"Buying life insurance is a good way to build your savings," Do you agree or disagree with this statement? State your reasons.

Vocabulary for Insurance

The following words should appear in a comprehensive vocabulary test on this concept.

endorsement
riders
premium
beneficiary
dividends
policy
term
whole life

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Module Learner Expectation: The student will identify personal and small business financial management.
Criteria and Conditions: Assessment of student achievement should be based on the student preparing a report that provides at least two examples each of government legislation at the federal, provincial and municipal level and how this legislation will affect small business financial management. In the discussion, the student will make reference to specific types of small businesses and describe possible sources of information available to assist an individual or small business.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning
- ☐ set goals and follow instructions accurately
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ access basic in-school/community information sources
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately, using correct technical terms
- ☐ use time effectively

Content
- ☐ The report provides two examples of government legislation at each of the federal, provincial and municipal levels
- ☐ The report describes the effect of the legislation on personal and small business financial management using specific examples
- ☐ The report provides possible sources of information available to the individual and to a small business
- ☐ The report exhibits student awareness and understanding of the issues and presents the student's personal opinion

Presenting/Reporting
- ☐ demonstrate effective use of one or more communication media:
  e.g., <u>*Written:*</u> *spelling, punctuation, grammar basic format*
  <u>*Oral:*</u> *voice projection, body language*
  <u>*Audio-visual:*</u> *techniques, tools*
- ☐ use correct grammatical convention and technical terms through proofreading/editing
- ☐ provide an introduction that describes the purpose of the project
- ☐ communicate information in a logical sequence
- ☐ state a conclusion based on a summary of facts
- ☐ provide a reference list of three or more basic information sources

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SAMPLE ANALYSIS QUESTIONS

NOTE:
These are suggested questions only. Other questions should be developed which relate specifically to the project being completed by the student.

1. Why does Net Income appear in the Balance Sheet credit column and Net Loss appear in the Balance Sheet debit column of the work sheet?

2. Explain how a proprietorship can show a net income in the Income Statement and a net decrease of Owner's Equity in the Balance Sheet.

3. Explain why expense accounts are debited and revenue accounts are credited.

4. One of your customers has her scalp burned as a result of the hair solution used on her hair at your beauty salon. You receive a letter from her lawyer asking for a settlement of $5,000. What change will you record in your accounting records as a result of receiving this letter?

The following questions relate specifically to closing entries and the answer are provided.

1. Name 3 classifications of accounts in the general ledger which are referred to as temporary capital accounts.

   A. *Revenue* B. *Expense* C. *Income Summary*

2. In what division of the general ledger is the Income Summary account placed?

   Capital

3. What kind of accounts remain open in the ledger after the closing entries have been posted?

   Balance Sheet Accounts

4. What is the purpose of taking a post-closing trial balance?

   To be sure that the accounts that are open are in balance. The capital account should agree with the amount shown on the balance sheet for owner's equity.

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MODULE FIN1030: Service Business 2

5. Study the capital account card below and answer the following questions. (James Wilson, Capital)

DATE	ITEM	POST REF	DEBIT	CREDIT	DR/CR	BALANCE
MAY 1	BAL.				CR.	2,000.00
4		C4		100.00	CR	2,100.00
31		G2		400.00	CR.	2,500.00
31		G2	25.00		CR.	2,475.00

A. Describe the entry for May 4.

Additional Investment in Business

B. Describe the first entry for May 31 if it is a closing entry.

Net Income

C. Describe the second entry for May 31 if it is a closing entry.

6. Study the following Income Summary account card and answer the following questions.

DATE	ITEM	POST REF	DEBIT	CREDIT	DR/CR	BALANCE
MAY 31		G8		200.00	CR.	200.00
31		G8	250.00		DR.	50.00
31		G8		50.00		---

A. What does the $200 on the line 1 represent?

Revenue

B. What does the $250 on the line 2 represent?

Expenses

C. What does the $50 on line 3 represent?

Net Loss

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TASK	OBSERVATION/RATING
Preparation and Planning	N/A 0 1 2 3 4
Information Gathering and Processing	N/A 0 1 2 3 4
Content	N/A 0 1 2 3 4
Collaboration and Teamwork	N/A 0 1 2 3 4
Information Sharing	N/A 0 1 2 3 4
TOTAL	

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing
- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content
- ☐ describes one or more career opportunities within the field; e.g.:
  - labour-based
  - technical
  - professional

Content (continued)
- ☐ identifies and describe occupations relevant to one or more career opportunities; e.g.:
  - nature of the occupation
  - duties of the employee
- ☐ provides a survey of current employment statisti :s relevant to one or more careers; e.g.:
  - types of occupations
  - number of employees
- ☐ identifies entry requirements and training programs relevant to one or more careers; e.g.:
  - entrance requirements and competencies
  - type of training programs
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - local and national needs
  - opportunities for advancement

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing
- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources

REFLECTIONS/COMMENTS

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Sample Test Questions
(with suggested answers in bold)

Q Which act gave the federal government unlimited powers of taxation?

A ***The Constitution Act of 1867.***

Q How did the government propose to pay the expenses that were incurred during the First World War, and how does that relate to today's tax situation?

A **The government proposed to pay the expenses of the war by enforcing the *Income War Tax Act*, which stated that taxes would be paid by corporations and individuals based on their income. These taxes were considered a temporary measure, and they have continued ever since.**

Match the terms in Column 1 with the definitions in Column 2

Column 1	Column 2
d head tax	a. a tax paid to use a facility or service, such as the toll charged for using a bridge or road
h income tax	b. a tax on the value of property when it changes ownership, such as when land is transferred under certain conditions
f wealth tax	c. a tax usually applied on imported goods to make domestic goods more competitively priced
a user tax	d. a flat tax imposed on a specific group of taxpayers. For instance, everyone over a certain age has to pay an amount of tax.
g commodity tax	e. a value-added tax, or a multi-stage sales tax, applied on the value of a product as it moves through the stages of production and distribution.
c duty	f. a tax on a taxpayer's accumulated capital, such as a tax on capital gains and succession duties
b transfer tax	g. a tax, such as a sales tax, on the consumption of products.
e business transfer tax	h. a tax on the income of a person or a corporation

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Q Define the self-assessment system.

A **Canadian residents and non-residents with Canadian income are responsible for making sure they have paid their taxes according to the law. In other words, it is your responsibility to pay your taxes, not the government's responsibility to collect them.**

Q Do you require a social insurance number (SIN) to file an income tax return? If so, how do you get one?

A **Yes, to file a tax return, you need a SIN. Also, you have to give your SIN to anyone who prepares a tax information slip (such as a T4 slip) for you. If you do not have a SIN, you can apply for one through any Canada Employment Centre.**

Q The Declaration of Taxpayer Rights was introduced in February 1985. One of the rights contained in the declaration states:

People have the right to expect that any information they give will be kept confidential. This is one of the underlying principles of the Canadian tax system.

Why is the aspect of confidentiality so important to taxpayers?

A **Individuals generally prefer to keep confidential information concerning their financial records. They consider this information personal, such as the amount of money they make each year.**

Q Tony said, "I never file a tax return, because I don't have any taxes to pay." What is wrong with this statement.

A **A person has to file a return only if they owe tax or are specifically asked to file a return by Revenue Canada, have to contribute to the Canada Pension Plan on self-employed earnings, or sold or disposed of capital property. However, if Tony wishes to claim a refund or refundable tax credits or apply for the GST credit, he needs to file a return.**

Q Where are our tax dollars spent? List as many categories as you can think of.

A
- **revenue for government operations**
- **research**
- **transportation**
- **housing**
- **health and welfare**
- **defence**
- **culture and recreation**
- **foreign aid**
- **economic development**

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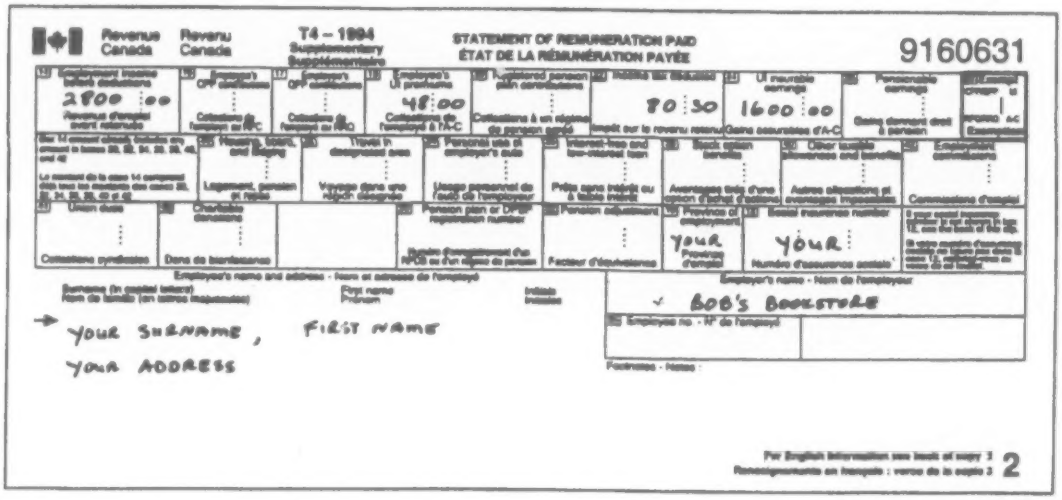
Sample to be used to complete personal income tax returns
(with key)
High School Student

You are an 18-year-old high school student (born July 15, 1976). You are single and live at home with your parents. During the year, you worked part-time at Carl's Car Wash and Bob's Bookstore.

You also received interest of $250 from your savings account at the bank.

In February 1995, you receive the attached information slips.

Based on the information given, prepare your 1994 tax return.



Revenue Canada / Revenu Canada
T4 – 1994 Supplementary / Supplémentaire
STATEMENT OF REMUNERATION PAID
ÉTAT DE LA RÉMUNÉRATION PAYÉE
9160631

2800 00			48 00			80 50	1600 00			1	
							YOUR	YOUR			

Employer's name and address - Nom et adresse de l'employeur

Surname (in capital letters) / Nom de famille (en lettres majuscules) | First name / Prénom | Initials / Initiales

→ YOUR SURNAME , FIRST NAME
YOUR ADDRESS

Employer's name - Nom de l'employeur

✓ BOB'S BOOKSTORE

Employee no. - N° de l'employé

Footnotes - Notes :

For English information see back of copy 2
Renseignements en français : verso de la copie 2

2

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Revenue Canada Revenu Canada

T1 GENERAL 1994

Federal and Ontario Individual Income Tax Return

Step 1 – Identification

Attach your identification label here. Correct any wrong information. If you did not receive one, print your name and address below.

First name and initial: YOUR FIRST NAME

Last name: YOUR LAST NAME

Address: YOUR ADDRESS

City: YOUR CITY

Province or territory: YOUR PROVINCE OR TERRITORY Postal code: YOUR POSTAL CODE

Enter the social insurance number only if the number is not shown on the label, or if you are not attaching a label:

Yours: YOUR SIN

Your spouse's:

A spouse may include a common-law spouse; see the guide.

Your date of birth: Day 15 Month 07 Year 1976

Check ✓ the box that applies to your marital status on December 31, 1994:

1 ☐ Married 2 ☐ Living common-law 3 ☐ Widowed 4 ☐ Divorced 5 ☐ Separated 6 ☒ Single

Enter your province or territory of residence on December 31, 1994: YOUR

If you were self-employed in 1994, state the province or territory of self-employment:

If you became or ceased to be a resident of Canada in 1994, give the date of: Entry Day Month or departure Day Month

Name of your spouse:

If the individual is deceased, give the date of death: Day Month Year 19

Do not use this area

Step 2 – Goods and services tax (GST) credit application

(See Step 2 in the guide to find out if you should apply.)

Are you applying for the goods and services tax credit? Yes ☐ 1. No ☒ 2.

If yes, enter the number of children under age 19 on December 31, 1994 (if applicable)

If yes, enter your spouse's net income from line 236 of your spouse's return (if applicable)

Step 3 – Total income

Employment income (box 14 on all T4 slips)		101	5800 00
Commissions (box 42 on all T4 slips)	102		
Other employment income (see line 104 in the guide)		104	
Old Age Security pension (box 18 on the T4A(OAS) slip)		113	
Canada or Quebec Pension Plan benefits (box 20 on the T4A(P) slip)		114	
Disability benefits included on line 114 (box 16 on the T4A(P) slip)	152		
Other pensions or superannuation (see line 115 in the guide)		115	
Unemployment insurance benefits (box 14 on the T4U slip)		119	
Taxable amount of dividends from taxable Canadian corporations (attach a completed Schedule 4)		120	
Interest and other investment income (attach a completed Schedule 4)		121	250 00
Net partnership income: limited or non-active partners only (attach a completed Schedule 4)		122	
Rental income Gross 160 Net		126	
Taxable capital gains (attach a completed Schedule 3)		127	
Alimony or maintenance income		128	
Registered retirement savings plan income (from all T4RSP slips)		129	
Other income (see line 130 in the guide) Specify:		130	
Business income Gross 162 Net		135	
Professional income Gross 164 Net		137	
Commission income Gross 166 Net		139	
Farming income Gross 168 Net		141	
Fishing income Gross 170 Net		143	
Workers' Compensation payments (box 10 on the T5007 slip)	144		
Social assistance payments (see line 145 in the guide)	145		
Net federal supplements (box 21 on the T4A(OAS) slip)	146		
Add lines 144, 145, and 146.	147		
Add the amounts on lines 101, 104 to 143 inclusive, and 147. This is your total income.		150	6050 00

Do not use this area	605					600				

8008-R

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Before you mail your return, make sure you have attached here all required information slips, completed schedules, receipts, and corresponding statements.

Step 5 – Non-refundable tax credits

Basic personal amount — Claim $6,456.00	300	6456	00
Age amount (if you were born in 1929 or earlier, see line 301 in the guide)	301		
Spousal amount (see line 303 in the guide)			
Complete the following calculation:			
Base amount $ 5,918 00			
Subtract your spouse's net income			
Spousal amount (if negative, enter "0") (maximum claim $5,380) ▶	303		
Equivalent-to-spouse amount (attach a completed Schedule 5) (maximum claim $5,380)	305		
Amounts for infirm dependants age 18 or older (attach a completed Schedule 6)	306		
Canada or Quebec Pension Plan contributions			
Contributions through employment from box 16 and box 17 on all T4 slips (maximum $806.00)	308		•
Contributions payable on self-employment earnings (attach a completed Schedule 8)	310		•
Unemployment insurance premiums from box 18 on all T4 slips (see line 312 in the guide)	312	193	00 •
Pension income amount (maximum $1,000; see line 314 in the guide)	314		
Disability amount (claim $4,233; see line 316 in the guide)	316		
Disability amount transferred from a dependant other than your spouse	318		
Tuition fees	320		
Education amount	322		
Tuition fees and education amount transferred from a child	324		
Amounts transferred from your spouse (attach a completed Schedule 2)	326		

Medical expenses (see line 330 in the guide; attach receipts)	330		
Subtract 3% of line 236, or $1,614, whichever is less			
Subtotal			
Subtract medical expenses adjustment (see line 331 in the guide)	331		
Allowable portion of medical expenses (if negative, enter "0") ▶	332		
Add lines 300 through 326 and line 332 (if this total is more than line 260, see line 335 in the guide)	335	6588	00
Multiply the amount on line 335 by 17% (or use Table A) ×	338		

Charitable donations (maximum 20% of line 236; attach receipts)	340		
Gifts to Canada or a province (attach receipts)	342		
Total donations (add lines 340 and 342)	344		
Enter the amount from line 344, to a maximum of $200	345	Multiply this amount by 17% ×	348
Subtract line 345 from line 344		Multiply this amount by 29% ×	348
Add lines 338, 346, and 348. These are your total non-refundable tax credits.	349		

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Module Learner Expectations: The student will demonstrate efficient use of designated small business accounting software.
The student will demonstrate appropriate workstation management procedures.

Criteria and Conditions: Assessment of student achievement should be based on completing a software tutorial that incorporates the setup, input and output of data, and workstation management, including a presentation that discusses a comparison of manual and automated procedures.

TASK	OBSERVATION/RATING
Setup	4 3 2 1 0 N/A
Input	4 3 2 1 0 N/A
Output	4 3 2 1 0 N/A
Presentation	4 3 2 1 0 N/A
Workstation Management	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Set Up
- ☐ load the program efficiently
- ☐ use appropriate keystrokes to move between modules
- ☐ adjust integration accounts to reflect the needs of the business
- ☐ create, modify, delete ledger accounts (including historical data)
- ☐ set the system ready (including precautionary backup)
- ☐ discuss and demonstrate data security and safety precautions

Input
- ☐ input day-to-day transactions in an efficient manner
- ☐ input specialized transactions in an efficient manner (i.e., partial payments, prepayments, correcting entries, bad debts)

Output
- ☐ produce financial statements, schedules, and reports in an efficient manner
- ☐ prepare for next reporting period
- ☐ print out appropriate reports

Presentation (written, oral or audio-visual)
- ☐ list the advantages and disadvantages of computerized accounting vs. manual accounting (i.e., posting, closing entries, finding errors)
- ☐ compare manually generated and computer generated financial statements (e.g., post-closing trial balance)

Workstation Management
- ☐ appropriately adjust monitor, keyboard, desk, chair and other equipment to ensure workstation environment is ergonomically appropriate, comfortable and efficient to work
- ☐ maintain good body posture to avoid heath hazards
- ☐ ensure safe and secure handling of hardware, software and supplies
- ☐ maintain an organized, neat workstation

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Sample Test Questions
(with suggested answers in bold)

Capital Assets

Record the journal entries required for a vehicle that was traded in plus a $12 000.00 cash payment for a new vehicle valued at $18 000.00 on January 1, 19yy. The old vehicle cost $16 000.00 and the Accumulated Depreciation as of December 31, 19xx, amounted to $11 000.00. Assume the trade-in value equals the book value.

Date	Account Title	Post Ref	Debits	Credits
19yy				
Jan. 1	**Accumulated Depreciation**		**11 000.00**	
	Vehicle		**17 000.00**	
	Vehicle			**16 000.00**
	Cash			**12 000.00**

Tanover Ltd. acquired some plant machinery at the beginning of Year 1. The machinery has an estimated service life of five years. The cost of the machinery is $15 500 and has a salvage value of $1500. Prepare the depreciation schedules for this asset using (1) the straight-line method and (2) the declining balance method.

	Straight-Line Method	Declining Balance Method (40%)
Year 1	2 800	5 600
Year 2	2 800	3 360
Year 3	2 800	2 016
Year 4	2 800	1 210
Year 5	2 800	726
Total Depr.	14 000	12 912
Plus Salvage	1 500	
Total	15 500	

At the end of Year 3, Tanover Ltd. showed a profit on its financial statements of $27 000 based on the straight-line method of depreciation. How would the declining balance method affect the profit for Year 3?

Carl's Plumbing & Heating Services has the following capital assets. The business uses the straight-line method of depreciation. Assume that all equipment was purchased on January 1, 19xx.

Item	Purchase Price	Estimated Life	Est. Salvage Value
Computer	$4 000.00	5 years	$400.00
Photocopier	$1 800.00	5 years	$200.00
Truck	$22 000.00	8 years	$3 000.00

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Complete the capital assets register for December 31, 19xx.

Item	Purchase Cost (Disposal	Annual Depreciation Expense	Accumulated Depreciation	Undepreciated Book Value
Computer	**4 000.00**	**720.00**	**720.00**	**3 280.00**
Photocopier	**1 800.00**	**320.00**	**320.00**	**1 480.00**
Subtotals	**5 800.00**	**1 040.00**	**1 040.00**	**4 760.00**
Truck	**22 000.00**	**2 375.00**	**2 375.00**	**19 625.00**
Totals	**27 800.00**	**3 415.00**	**3 415.00**	**24 385.00**

Use the capital assets register to make the journal entry for the depreciation adjustment.

Date	Account Title	Post Ref	Debits	Credits
19xx				
Dec. 31	**Depreciation Expense**		**3 415.00**	
	Accumulated Depr – Office Equip			**1 040.00**
	Accumulated Depreciation – Truck			**2 375.00**

Uncollectible Accounts

Concordia Company ages its accounts receivable to estimate its bad debts expense. Current accounts receivable have been aged and entered in the following chart.

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Total the columns in the chart and calculate the bad debts estimate for the year ending December 31, 19xx.

Customer	Net Yet Due	1-30 Days	31-60 Days	61-90 Days	Over 90 Days
A. Anderson	1 400				
C. Davidson		1 200			
R. Harrison	600				
S. Sanders			150		
R. Pichonsky					100
R. Flanders	1 225				
C. Austin		1 150			
E. Buss				250	
B. Villeneuve	400				
E. Douglas			150		
L. Cameron		200			
Totals	**3 625**	**2 550**	**300**	**250**	**100**
% Uncollectible	1%	2%	4%	15%	30%
Allowance for Doubtful Accounts	**36.25**	**51.00**	**12.00**	**37.50**	**30.00**

Journalize the adjusting entry.

Date	Account Title	Post Ref	Debits	Credits
19xx				
Dec. 31	**Bad Debt Expense**		**166.75**	
	Allowance for Doubtful Accounts			**166.75**

Suzanne does the account for her small business, The Sweet Shop. She uses a percentage (2%) of accounts receivable to calculate her uncollectible accounts. At the end of June, her total accounts receivable was $854.00. Prepare the journal entry to record this calculation.

Date	Account Title	Post Ref	Debits	Credits
19xx				
June 30	**Bad Debt Expense**		**17.08**	
	Allowance for Doubtful Accounts			**17.08**

Anna's Floral Shop uses the direct write-off method for the few bad debts it has. Selected accounts and a general journal are given.

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Journalize the transactions given in the general journal.

19xx
June 5 Sold merchandise to M. Anderson on account, $120.
Nov. 9 Anderson's account was deemed uncollectible and written off.
Dec. 7 A cheque was received in the mail paying Anderson's account in full.

Date	Account Title	Post Ref	Debits	Credits
19xx				
June 5	**Accounts Receivable / M. Anderson**	**104**	**120.00**	
	Sales	**401**		**120.00**
Nov. 9	**Bad Debts Expense**	**605**	**120.00**	
	Accounts Receivable / M. Anderson	**104**		**120.00**
	wrote off uncollectible account			
Dec. 7	**Accounts Receivable / M. Anderson**	**104**	**120.00**	
	Bad Debts Collected	**402**		**120.00**
	To restore accounts receivable			
Dec. 7	**Cash**	**101**	**120.00**	
	Accounts Receivable / M. Anderson	**104**		**120.00**

Accruals

Alby's Services has accrued salaries of $9 000 at the end of the accounting period December 31, 19xx.

Journalize the adjusting entry for accrued salaries.

Journalize the closing entry for accrued salaries.

Journalize the reversing entry for accrued salaries. Use January 2, 19yy for this entry.

Date	Account Title	Post Ref	Debits	Credits
19xx	**Adjusting Entries**			
Dec. 31	**Salaries Expense**	**622**	**9 000.00**	
	Salaries Payable	**401**		**9 000.00**
	Closing Entries			
Dec. 31	**Income Summary**	**303**	**9 000.00**	
	Salaries Expense	**622**		**9 000.00**
19yy	**Reversing Entries**			
Jan. 2	**Salaries Payable**	**222**	**9 000.00**	
	Salaries Expense	**622**		**9 000.00**

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Option 1: Manufacturing

Prepare the journal entries to charge the actual expenses to Factory Overhead and to calculate and apply Factory Overhead to Work in Progress. Record the entries as of April 30, 19xx on page 128 of a general journal. If there is a difference, close the Factory Overhead account. Number the source documents Memo No. 472, 473 and 474.

Actual Expenses:
Depreciation Expense Factory Building, $358.00
Depreciation Expense Factory Equipment, $823.40
Maintenance Expense Factory, $2 816.60
Miscellaneous Expense Factory, $1 128.30
Payroll Taxes Expense Factory, $992.90
Supplies Expense Factory, $2 478.10
Overhead is applied at the rate of 115% of Direct Labour.
Direct Labour is $7 319.78.

19xx			Debits	Credits
Apr. 30	**Factory Overhead**		**8 597.30**	
	Depreciation Expense - Factory Building			**358.00**
	Depreciation Expense - Factory Equipment			**823.40**
	Maintenance Expense - Factory			**2 816.60**
	Miscellaneous Expense - Factory			**1 128.30**
	Payroll Taxes Expense - Factory			**992.90**
	Supplies Expense - Factory			**2 478.10**
	Memo No. 472			
Apr. 30	**Work in Progress**		**8 417.75**	
	Factory Overhead			**8 417.75**
	Memo No. 473			
Apr. 30	**Income Summary**		**179.55**	
	Factory Overhead			**179.55**
	Memo No. 474			

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Option 2: Department Accounting

The Toy Shop has three departments: Toys, Games and Puzzles. The transactions listed were completed during November.
Record the transactions on page 11 of a sales journal.

Nov. 1 Sold toys on account to Cindy Ray, $56.00. S34.
3 Sold the following on account to Phillips Amusements Co.: toys, $345.00; games, $125.00; puzzles, $89.50.
5 Sold puzzles, $32.50, to Ray Williams on account. S36
7 Sold on account to Jason Wine, $64.75, in puzzles. S37.
9 Sold $67.25 in games on account to Susan Worth. S38.
14 Sold toys on account to Randy Kean, $34.00. S39.
18 Sold games, $59.00, and puzzles, $78.50, on account to Heidi Johansson. S40.
22 Sold toys, $456.70, puzzles, $124.00, and games, $205.50, on account to Barry Jacks. S41.
25 Sold games worth $27.50 on account to Barb Rondy. S42.
28 Sold puzzles on account to Garret Owns, $56.45. S43.
30 Sold toys, $56.90, and puzzles, $34.50, on account to Jamie Cardinal. S44.

(Total and rule the sale journal?)
(Post the special columns of the sales journal to the general ledger?)

Date	Account Debited	Sale #	Post Ref	Accts. Rec. Debit	Sales Credit		
19xx					**Toys**	**Games**	**Puzzles**
Nov. 1	**Cindy Ray**	**34**		**56.00**	**56.00**		
3	**Phillips Amusement Co.**	**35**		**559.50**	**345.00**	**125.00**	**89.50**
5	**Ray Williams**	**36**		**32.50**			**32.50**
7	**Jason Wine**	**37**		**64.75**			**64.75**
9	**Susan Worth**	**38**		**67.25**		**67.25**	
14	**Randy Kean**	**39**		**34.00**	**34.00**		
18	**Heidi Johansson**	**40**		**137.50**		**59.00**	**78.50**
22	**Barry Jacks**	**41**		**786.20**	**456.70**	**205.50**	**124.00**
25	**Barb Rondy**	**42**		**27.50**		**27.50**	
28	**Garret Owns**	**43**		**56.45**			**56.45**
30	**Jamie Cardinal**	**44**		**91.40**	**56.90**		**34.50**
30	**Totals**			**1 913.05**	**948.60**	**484.25**	**480.20**

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Sample Concept Test
(with suggested answers in bold)

Price/Cost

A clothing store has a monthly income statement that shows the following figures:

Sales, 100 dresses	7 000.00
Cost of Goods Sold, 100 dresses	4 000.00
Gross Income Before Expenses	3 000.00
Expenses	1 250.00
Net Income	1 750.00

Individual dresses were purchased at varying prices and sold at varying prices.

What is the unit cost of a dress before expenses? **$40.00**

What is the unit cost of a dress after expenses? **$52.50**

What is the unit selling price of a dress? **$70.00**

Suppose the store manager decides to purchase 100 dresses of a more expensive line at $120.00 each for the next month. The store manager wants to maintain at least the same net income as the previous month. The manager assumes that expenses will not change, and that all 100 dresses will be sold. The manager asks you, the accountant, to calculate what the selling price of the dresses should be.

Calculate the total sales required to maintain the same net income by completing the following partial income statement

Sales	**15 000.00**
Cost of Goods Sold	**12 000.00**
Gross Income Before Expenses	3 000.00
Expenses	1 250.00
Net Income	1 750.00

Calculate the unit selling price for each dress. **$150.00**

Break-Even Point

Don wants to start a lawn care business for the summer. He advertises around the neighbourhood and collects 15 customers. He is to maintain each yard once a week. Don has listed all the following factors to calculate his break-even point:

- it will take approximately 3 hours to complete each yard
- his services are worth $10 per hour

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- wear and tear on the power mower of approximately $30 (he has borrowed it from his family)
- rakes at a cost of $25 in total
- weed spray at a cost of $8.00 per litre. Don estimates that he will require one litre per yard over the month
- gloves and masks at a cost of $35 in total
- gas for the mower at a cost of $.25 per hour

Calculate the total expenses for the month. Calculate the break even-point.

Labour:	**3 hrs. at $10/hr = $30 per yard x 15 yards x 4 weeks = **	**$1 800.00**
Equipment		**60.00**
Weed Spray	**$8 x 15 yards =**	**120.00**
Gas	**$.25 x 3 hrs. x 15 yards x 4 weeks =**	**45.00**
Deprec. on Mower		**30.00**
Total Expenses		**$2 055.00**

$2055.00/15 = $137.00 is the break-even point for Don.

If Don charges $150.00 per month, calculate his net income for the month.

Revenue:	
$150 x 15	**2 250.00**
Expenses:	**2 055.00**
Net Income	**195.00**

Note that the net income of $195.00 is the profit after Don pay himself $1 800 in wages.

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In mid-month, two families decide not to continue with the lawn service. Recalculate the expenses and net income.

Labor:	**3 hrs. at $10/hr = $30 per yard x 15 yards x 2 weeks**	**900.00**
	3 hrs. at $10/hr = $30 per yard x 13 yards x 2 weeks	**780.00**
		1 680.00
Equipment		**60.00**
Weed Spray	**$120 - ($2/week x 4 weeks)**	**112.00**
Gas	**$45 - ($.75/week x 4 weeks)**	**42.00**
Deprec. on Mower		**30.00**
Total Expenses		**$1 924.00**

Revenue:		
$150 x 13	**1 950.00**	
$ 75 x 2	**150.00**	
Total		**2 100.00**
Expenses		**1 924.00**
Net Income		**176.00**

Inventory Management

Sweets is a small coffee and gift shop. Suzy, the manager, reviewed the latest financial records and wondered where the company was losing money. Business was doing well. What could be the problem? She decided to do a spot inventory check to help her solve the problem. Suzy discovered the following items to be missing: two cases of coffee, 24 danish pastries, 3 gift items and 13 cans of pop. She decided to confront her staff. She discovered that the staff was making too much coffee before the end of the night and throwing out approximately 6 pots each evening. The danishes were discarded because they were stale. Three gift items were still unaccounted for, but the staff determined these items may have been stolen because they were close to the exit door. The 13 cans of pop were consumed by the staff but not recorded on their staff purchase sheets.
How can the manager improve optimal inventory levels?

By maintaining a perpetual inventory and comparing this with the actual sales. The company can estimate more accurately the amount of perishables—fresh pastries and coffee—that will be required on individual evenings. For example, a Thursday evening may turn out to be a busier evening at the shop. Other factors should be considered when analyzing the inventory (weather, season of the year, events in the surrounding area, local economic conditions). This is called demand forecasting.

Phil's Novelty Shoppe has the following month-end financial information:

Revenue:		
Net Sales		3 700.00
Cost of Goods Sold:		
Beginning Inventory	1 400.00	
Net Purchases	800.00	
Merchandise Available for Sale	2 200.00	
Less Ending Merchandise Inventory	950.00	
Cost of Merchandise Sold		1 250.00
Gross Profit on Sales		2 450.00
Total Expenses		989.00
Net Income		1 461.00

A further check of the inventory noted that it was overvalued by $300.00. What effect would this error have on the net income of the business?
The net income should accurately be recorded as $1 761.00.

Explain the difference between perpetual and periodic inventory.

Interview an accountant or manager of a merchandising or manufacturing business in your area and provide an oral report to your class. In your interview, find the following information:

1. What type of inventory system is used and why?
2. Which method is used by the company to determine the value of its inventory?
3. How does inflation affect this company's inventory? Why
4. Does the company use a computerized system of controlling inventory, or manual records? Explain the advantages and disadvantages of each.

Complete the following table comparing three methods of valuing inventory.

Summary of Three Methods of Valuing Inventory						
Purchase		FIFO		LIFO		Weighted Average
Date	Cost	Quant.	Value	Quant.	Value	
June 1	$2.40	25	**$60.00**	100	**$240.00**	**Average Cost $2.07**
Sept. 1	2.10	75	**157.50**	75	**157.50**	
Dec. 1	1.70	100	**170.00**	25	**42.50**	
Totals		200	**$387.50**	200	**$440.00**	**$414.00**

Which method of valuing the inventory would result in the higher net income for the company? **FIFO**

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Internal Controls

What is an internal control system?

An internal control system is a set of procedures put in place to prevent loss of assets, particularly cash because it is the most liquid.

What are the seven principles of good internal control?

1. **Clearly establish responsibilities**
2. **Maintain adequate records**
3. **Insure assets and bond employees.**
4. **Separate record-keeping and custody over assets.**
5. **Divide responsibilities for related transactions.**
6. **Use mechanical devices where practicable.**
7. **Perform regular and independent reviews.**

What are three principles of internal controls for cash?

1. **separation of duties**
2. **cash receipts deposited each day**
3. **payments made by cheque.**

Bank Reconciliation

You are given the following information for the Senior Centre. Prepare a bank reconciliation for the Senior Centre as of June 30, 19xx on the form provided.
The balance in the general ledger Cash account is $2 873.25.
The balance according to the bank statement as of June 30, 19xx is $2 489.32.
Your company made a night deposit of $1 245.68 on June 29, 19xx. It was not received by the bank in time to make the printing of the statement.

The following cheques were written by your company but have not been received by the bank prior to the printing of the statement:

Cheque # 356	298.00
Cheque # 361	476.50
Cheque # 364	97.00

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The bank statement shows a bank service charge deducted from your account of $9.75.

Senior Centre
Bank Reconciliation
June 30, 19xx

Bank Balance		**2 489.32**	**Cash General Ledger**	**2 873.25**
Add: Late Deposit		**1 245.67**	**Less: Service Charge**	**9.75**
Less: O/s Cheques				
#356	**298.00**			
#361	**476.50**			
#364	**97.00**	**871.50**		
Corrected Bank Balance		**2 863.50**	**Corrected Cash Balance**	**2 863.50**

Internal Audit

What are some of the reasons for an internal audit?

An internal audit may look at financial matters or compliance with regulations. Audits may also involve looking at whether or not operations are efficient, effective and economical.

Cecile ran a data management service as a sole proprietor for the past five years. She has now expanded to the point where she is considering going into partnership with Phillip, who has marketing and advertising expertise. They have decided to hire two part-time individuals for data entry and research, and move the business from Cecile's home to a leased office. Cecile has asked you to recommend a plan that looks at inventory management systems, internal controls and internal audit for the new partnership. Draft the questions (at least 10) which you would want answered by Cecile to enable you to develop the plan.

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Module Learner Expectation: The student will describe the organizational differences among various forms of business organization.

Criteria and Conditions: Assessment of student achievement should be based on preparing a report that explains the advantages and disadvantages of various forms of business organization.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- ☐ set goals and describe steps to achieve them
- ☐ use personal initiative to formulate questions and find answers
- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ interpret and organize and combine information in creative and thoughtful ways
- ☐ record information accurately using appropriate technical terms and supporting details
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ assess and refine approach to task and project status based on feedback and reflection

Content

- ☐ explain the advantages and disadvantages of various types of business organization by discussing the following core topics:
  - guidelines for selecting names
  - the jurisdiction
  - detailed plan of action
  - legal costs
  - time limit involved
  - possible financing
  - taxes involved
  - potential liability to the owner(s)
  - organizational structure
- ☐ include at least one of the following topics:
  Non-profit Organizations
  Technology and Business
  Women in Business
  NAFTA
  a student-initiated topic

Presenting/Reporting

- ☐ demonstrate effective use of one or more communication media:
  e.g., <u>Written</u>: *spelling, punctuation, grammar format (formal/informal/technical/literary*
  <u>Oral</u>: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  <u>Audio-visual</u>: *techniques, tools, clarity, speed and pacing*
- ☐ maintain acceptable grammatical and technical standards through proofreading and editing
- ☐ provide an introduction that describes the purpose and scope of the project
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ state a conclusion by analyzing and synthesizing the information gathered
- ☐ give evidence of adequate research through a reference list including relevant information sources

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SAMPLE ASSIGNMENTS
(suggested answers in bold)

Sadie's Software Company has assets of $900 000 and liabilities of $580 000. Prepare the ownership equity section of Sadie's balance sheet under each of the following independent assumptions:

a. The business is organized as a sole proprietorship, owned by Carly Haster.

b. The business is a partnership, owned by Carly Haster and Alissa Dawson. Haster's equity amounts to $220 000.

c. The business is a corporation with 20 shareholders, each of whom originally invested $15 000 in exchange for shares of the company's capital stock. The remainder of the shareholders' equity has resulted from profitable operation of the business.

Use **TOOL FINDOC-A** to assess the assignment.

Owner's Equity

D. Jason and R. Small are partners in a travel agency. The partnership does not require any additional capital, but on September 1, 19xx, they agree to admit T. Saville as an equal partner. The partners agree to sell one-third of their equities to Mr. Saville to enable Mr. Saville to have a one-third interest.

The Capital accounts of D. Jason and R. Small amount to $90 000 for each partner.

If Mr. Saville is to have a one-third interest in the business, what must his total equity amount to?
$60 000

Why would Mr. Saville's admission as a new partner require no entry in the cash receipts journal of the business? **Mr. Saville purchased the interest from the partners privately. No injection of cash was made into the business.**

C. Bronski, B. London and M. Rodriguez are partners in a restaurant. On January 2, 19xx, the three partners agree to admit G. Christopher with one-quarter interest. The equity of each of the old partners amounts to $40 000.00. G. Christopher agrees to enter into the new partnership with a one-quarter interest for $60 000.00

To enter the new business, how much equity must G. Christopher transfer to each of the old partners?
$5 000 to each partner for a total of $15 000.

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MODULE FIN3040: FINANCIAL STATEMENTS

Module Learner Expectation: The student will explain how a balance sheet reflects the financial position of a business on a specific date, and explain how the income statement reflects the financial operations of a business for a specific period of time; and adapt the financial statements to various types of businesses.

Criteria and Conditions: Assessment of student achievement should be based on preparing a report (including tables, graphs, etc.) that deals with the purpose, format and components of an income statement and a balance sheet, and discusses adapting financial statements to various types of businesses.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning
- ☐ set goals and follow instructions accurately
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ access basic in-school/community information sources
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately using correct technical terms
- ☐ use time effectively

Content
- ☐ explain the purpose of the balance sheet and the income statement
- ☐ outline and describe the reasons for the accepted formats
- ☐ identify the main sections of a commonly used balance sheet and income statement
- ☐ discuss the purpose of notes to the financial statements
- ☐ explain the difference between an audit and review of financial statements
- ☐ include a glossary or chart defining terminology relevant to the financial statements and identifying items specific to each component (i.e., intangible assets, fixed assets, cost of merchandise sold)
- ☐ include a chart that illustrates common financial statement items and business-specific items for a variety of businesses from information gathered or provided

Presenting/Reporting
- ☐ demonstrate effective use of one or more communication media:
  e.g., *Written: spelling, punctuation, grammar, basic format*
  Oral: voice projection, body language
  Audio-visual: techniques, tools
- ☐ use correct grammatical convention and technical terms through proofreading/editing
- ☐ provide an introduction that describes the purpose of the project
- ☐ communicate information in a logical sequence
- ☐ state a conclusion based on a summary of facts

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Module Learner Expectation: The student will recognize the importance of using appropriate data for reporting and decision making.

Criteria and Conditions: Assessment of student achievement should be based on, given a company's financial statements, calculating various ratios, researching the comparative financial statements, drawing conclusions and making recommendations for action, now and in the future.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

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2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning
- ☐ set goals and describe steps to achieve them
- ☐ use personal initiative to formulate questions and find answers
- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately using appropriate technical terms and supporting detail
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ assess and refine approach to task and project status based on feedback and reflection

Content
- ☐ use data from the annual report of a real business
- ☐ summarize the nature of the business
- ☐ prepare a table of ratio calculations relevant to the business
- ☐ prepare comparative Statement of Income/Earnings based on percentage changes and/or common-size conversions.
- ☐ discuss ratios, trends and significant changes affecting the business' financial position
- ☐ provide recommendations, with reasons, as to whether or not management proposals for future operations are appropriate
- ☐ provide a personal assessment of the potential growth of the business and recommendations to potential investors.

Presenting/Reporting
- ☐ demonstrate effective use of a variety of communication media:
  e.g., <u>Written</u>: *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
  <u>Oral</u>: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  <u>Audio-visual</u>: *techniques, tools, clarity, speed and pacing*
- ☐ maintain acceptable grammatical and technical standards through proofreading and editing
- ☐ provide an introduction that describes the purpose and scope of the project
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ state a conclusion by analyzing and synthesizing the information gathered
- ☐ give evidence of adequate research through a reference list including relevant information sources

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Module Learner Expectation: The student will interpret data that has been obtained, in order to recommend action.
Criteria and Conditions: Assessment of student achievement should be based on preparing a report/presentation on what data are required for reporting and decision-making purposes.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning
- ☐ set goals and describe steps to achieve them
- ☐ use personal initiative to formulate questions and find answers
- ☐ access a range of relevant information sources and recognize when additional information is required
- ☐ interpret, organize and combine information in creative and thoughtful ways
- ☐ record information accurately using appropriate technical terms and supporting detail
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ assess and refine approach to task and project status based on feedback and reflection

Content
- ☐ describe at least two types of users of financial information (e.g., insiders, outsiders, middle managers, executive, shareholders/owners)
- ☐ provide examples of real businesses/people for the types of users discussed in the report
- ☐ compare the reasons why financial data is needed/used by these users
- ☐ discuss specific decisions that the users will be able to make based on the financial reports
- ☐ provide at least two reasons why financial reports may differ depending upon the user
- ☐ list several examples of what type of information the business should include in the reports for the users discussed in the financial reports
- ☐ exhibit awareness and understanding of the issues and present the student's personal point of view
- ☐ include bar graphs and charts

Presenting/Reporting
- ☐ demonstrate effective use of a variety of communication media:
  e.g., Written: *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
  Oral: *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
  Audio-visual: *techniques, tools, clarity, speed and pacing*
- ☐ maintain acceptable grammatical and technical standards through proofreading and editing
- ☐ provide an introduction that describes the purpose and scope of the project
- ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ state a conclusion by analyzing and synthesizing the information gathered
- ☐ give evidence of adequate research through a reference list including relevant information sources

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FINANCIAL MANAGEMENT

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Financial Management can be linked with other CTS strands including Information Processing (Keyboarding, Spreadsheet), Enterprise and Innovation (Making It Happen), Management and Marketing and Career Transitions (project modules). Examples of appropriate projects could include the student keeping the financial records and reporting for the Students' Union, the school store or other ongoing school activities. The student would be under the supervision of the teacher while involved in the project module(s).

In the following strands, specific modules may be of interest to Financial Management students.

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	• if a student undertakes an extensive project beyond the expectations of the Financial Management module • to increase the proficiency level of knowledge and skills developed in Financial Management modules.
Information Processing	Keyboarding 1 Spreadsheet 1	• to increase speed and accuracy as student uses accounting software • to increase efficiency in preparing spreadsheets used in many of the Financial Management modules.
Management and Marketing	Management & Marketing Basics Records Management 1 & 2 The Business Organization	• to provide an opportunity for the student to focus on other aspects of management in addition to Financial Management.

Financial Management modules may also be incorporated into other strands, e.g.:

Strand	Financial Management Related Themes
Construction Technologies	Project Management
Enterprise and Innovation	Analyzing Ventures, Financing Ventures

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Potential linkages of Financial Management with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Connections with Other CTS Strands").

A number of modules from other CTS strands can be combined effectively with modules from the Information Processing and Career Transitions strands. These "linkage modules" are shown in "Financial Management: Extended Scope and Sequence" and "Financial Management: Linkage Opportunities within CTS."

With Other Secondary Programs

The Financial Management strand has many links with other core and complementary subject areas across the curriculum. Potential linkages of Financial Management with other core and complementary subject areas across the curriculum are identified in this section (see "Financial Management: Connections Across the Curriculum," "Financial Management: Math Objective Match," and "Financial Management: Linkages with Career and Life Management").

With Practical Arts Courses

Modules in the Financial Management strand replace existing content in the senior high Accounting 10, 20 and 30. A detailed correlation of the Financial Management strand to these practical arts courses can be found in this section (see "Financial Management: Correlations with Practical Arts Courses: Accounting 10, 20 and 30, Record Keeping and Business Calculations Courses," and "Financial Management: Correlations with Practical Arts Courses: Accounting 10, 20 and 30").

TRANSITIONS

To the Community/Workplace

The introductory and intermediate level modules are designed to provide students with the knowledge, skills and attitudes (the basic competencies) that are required in the workplace. Some businesses welcome an individual who has the basic skills and is prepared for further training from the employer.

Information from the National Occupational Classification (NOC) regarding occupations in financial management-related areas that can be accessed upon completion of high school is provided in this section (see "Financial Management: Related Occupations").

To Related Post-secondary Programs

The advanced level modules will provide students with some indication as to whether they would be interested in entering one of the business administration courses at the college or university level.

An outline of post-secondary institutions in Alberta currently offering programs in financial management-related areas is provided in this section (see "Financial Management: Summary of Related Post-secondary Programs").

CREDENTIALLING

There are no credentialling opportunities for Financial Management modules.

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Connections with Other CTS Strands

Financial Management Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: User																					
FIN1010: Financial Information	■			■	■	■				▤						■		■	■		■
FIN1020: Service Business 1										■											
FIN1030: Service Business 2																					
FIN2010: Taxation																					
Theme: User/Preparer																					
FIN2020: Merchandising Business 1										■								■			
FIN2030: Merchandising Business 2																					
FIN2040: Financial Software	■				■	■					■				■				■		■
FIN2050: Financial Simulation																					
FIN3010: Advanced Accounting		■																■			
FIN3020: Management Accounting		■			■								■								
FIN3030: Business Organizations		■														■					
Theme: User/Analyst																					
FIN3040: Financial Statements		■								■								■	■		
FIN3060: Financial Analysis		■																			
FIN3070: Financial Planning		■																			

■ Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▤ Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

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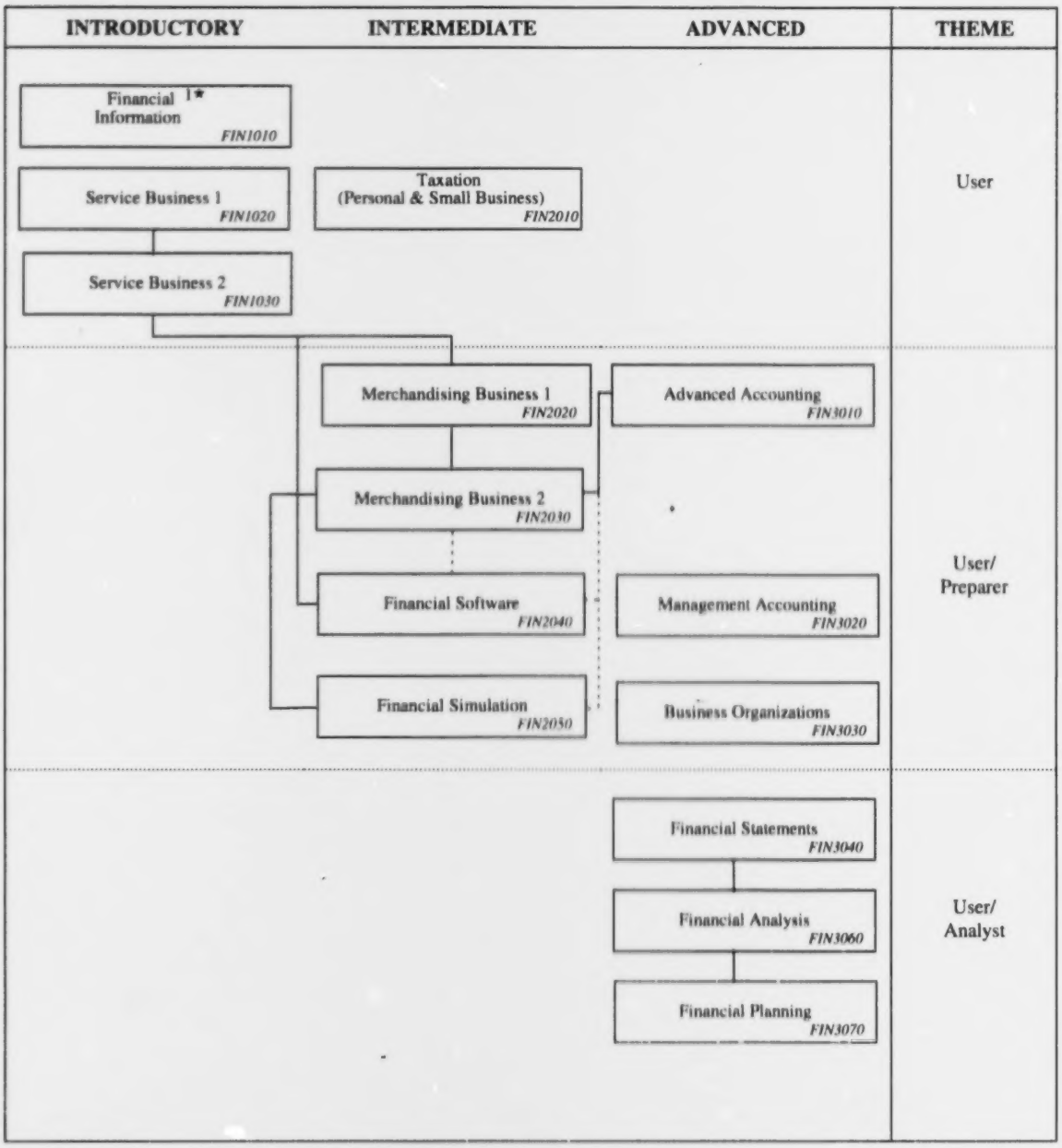
LINKAGES – *Financial Management: Extended Scope and Sequence*



——— Prerequisite ····· Recommended sequence

1. Prerequisite to all modules in this strand.
★ This module provides a strong foundation for further learning in this strand.

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LINKAGES – *Financial Management: Linkage Opportunities within CTS*

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Keyboarding 1 *INF1020* Spreadsheet 1 *INF1060*			Information Processing
	Project 2A *CTR2110* Project 2B *CTR2120* Project 2C *CTR2130* Project 2D *CTR2140* Project 2E *CTR2150*	Project 3A *CTR3110* Project 3B *CTR3120* Project 3C *CTR3130* Project 3D *CTR3140* Project 3E *CTR3150*	Career Transitions

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Financial Management: Connections Across the Curriculum

Across the Curriculum

Financial Management Modules	Junior High							Senior High										
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: User																			
FIN1010: Financial Information	▤	▤	■					▤	▤	■					▤				
FIN1020: Service Business 1			▤							▤									
FIN1030: Service Business 2			▤							▤									
FIN2010: Taxation			▤							▤									
Theme: User/Preparer																			
FIN2020: Merchandising Business 1			■							■									
FIN2030: Merchandising Business 2			■							■									
FIN2040: Financial Software			■					▤		■									
FIN2050: Financial Simulation			■							■									
FIN3010: Advanced Accounting			■							■									
FIN3020: Management Accounting			■							■									
FIN3030: Business Organizations			■					▤		■									
Theme: User/Analyst																			
FIN3040: Financial Statements			■					▤		■									
FIN3060: Financial Analysis			▤					▤		▤									
FIN3070: Financial Planning			▤					▤		▤									

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ■

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. ▤

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CAREER AND TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FIN1010 Financial Information	The Economic Environment describes how competition, world markets, price changes and interest rates influence the economic environment locally and nationally.	Grade 9	• Rate and Ratio	i = prt Interest Formula	i = prt Interest = Principal × Time × Rate Solve for given interest, principle, time and rate.
Acquiring and using financial resources	List the reasons for acquiring capital. Identify the services offered by financial institutions to an individual and to a business. Describe credit sources for an individual and a business. Discuss potential problems of using credit. Demonstrate skills in managing bank accounts. Compare the insurance requirements of an individual with the insurance requirements of a small business.	Math 14–24	• Personal Banking	Banking, Personal Banking, Mortgages and Housing Insurance, Life and Health Insurance	Examine the difference in the cost of credit using a dealer option plan. Comparing lines of credit and comparing cost of different banking services. Calculating insurance cost for tables from the life and health insurance field companies.
FIN1020 Opening Balance Sheet	Identify and define assets, liabilities and capital prepare a balance sheet Apply the accounting equation in the analysis of the balance sheet.	Grade 7–8–9	• Number Systems	Substitution into formula Order of operations	Order of operations and substitution into formula.
Journals	Analyze and journalize transactions. Identify the types of accounting errors and apply appropriate correction techniques.	Math 7–8–9	• Rate and Ratio • Number Systems	Percent and basic addition and divisibility rules for nine.	Convert fractions to decimals to percent. Solve percent problems.
FIN1030 Worksheet	Record all ledger accounts in the trial balance section of the worksheet. Classify and record ledger account balances in the appropriate section of the worksheet and calculate the net income or net loss.	Math 7 Math 9	• Number Systems • Rates and Ratio	Addition and Subtraction Formula Work, Net Income and Net Loss	Addition and subtraction of decimals. Net income minus net expenses.
Financial Statements	Prepare an income statement, statement of changes in owner's equity, and a balance sheet from the information in a completed worksheet.	Math 7	• Number Systems	Addition and Subtraction	
Budgeting	Recognize the need for preparing specific budgets as a planning tool. Prepare a budget. Compare actual revenues and expenditures with budgeted amounts for the purpose of decision making.	Math 14–24		Cost of independence Budgets and getting value for money spent	Students keeping record of how they spend their money, compare prices on sale items. Calculate discount using percent. Calculating GST

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CAREER AND TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FIN2010 Kinds of Taxes	Review the different kinds of taxes and their purpose.	Math 14–24	• Work	Work and Income Tax	Income scenarios, type of employments, income deductions, tax credits, income tax, can be calculated.
Preparation of a tax return	Identify and discuss the components of a personal income tax return. Prepare personal income tax returns, some of which include small business income.	Math 14–24	• Work	Work and Income Tax	
Where your dollars go	Explain how Canadian tax dollars are spent.	Math 8-9	• Data Manage-ment	Data Management, Circle Graphs and Tax Constructing Circle Graphs	Interpret information from graph, calculate percent and totals.
FIN2020 Journals	Analyze and record business transactions in various journals. Discuss the need for and recording of discounts, returns/allowances and sales taxes.	Math 7–8–9	• Rate and Ratio	Percent, Discounts and Sales Taxes	Calculate percent, discounts, sales tax.
FIN2030 Financial Statements	Determine costs of goods sold.	Math 9	• Number Systems	Formulas	Give formula, solve for a missing variable.
Payroll	Calculate gross pay, deductions and net pay.	Math 14–24	• Work	Work Income	Calculate gross wage, overtime, hourly rate, piece work, bonus, commission, net pay and deductions.
FIN3010 Corporation	Compare the tax effects on various forms of business organization (individual, partnership, corporation). Prepare corporate income tax returns. Prepare other tax returns required.	Math 8–9	• Rate and Ratio	Finding a percent of a number	%/100 = a/b. Solve for a missing variable.
Capital Assets	Calculate and record the amortization of capital assets. Record the acquisition of capital assets; e.g., a trade in. Define depletion expense related to natural resources.	Math 14–24 Math 8–9	• Rates and Ratios	Mortgages and household insurance Calculate the total cost of purchasing real estate over the entire length of the amortization period Percent	
Uncollectible Accounts	Calculate the value of uncollectible accounts receivable using a variety of methods.	Math 8–9	• Rates and Ratios	Percent	

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CAREER AND TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
Inventory	Calculate the value of inventory using a variety of methods and making adjustments for obsolete inventory.	Grade 8–9	• Number Systems	Average	A = Total / #Number
Accruals	Prepare the adjustments needed to update particular general ledger accounts to include accruals; e.g., payroll, interest.	Grade 8–9	• Ratios	Ratios	Working with proportion.
FIN3030 Partnership	Describe the financial, legal and tax implications of a partnership. Examine data related to the partners' equity section of the balance sheet; e.g., share of net profit or loss, additional partner investments and withdrawals. Prepare statement of distribution of net income and statement of partners' equity.	Grade 8–9	• Percent • Rates and Ratios	Percent Rates and Ratios Rates and Ratios	Percent activities.
Owners' Equity	Record the changes in owners' equity resulting from additional investments or withdrawals of capital funds; e.g., partnerships.	Grade 8–9	• Rates and Ratios	Percent	Calculate percent
FIN3040 Price/Cost	Determine what factors to consider when establishing selling prices.	Math 9	• Rates and Ratios	Selling, Formula s = c+o+p	Selling price = Cost + Overhead + Profit.
Break-even Point	Define and calculate break-even point. Analyze the effect on net income when changes in volume costs, unit prices or sales mix occur.	Math 8–9	• Percent	Percent	
FIN3060 Ratios	Use formulas and ratios to determine information about profitability, management of operations, resources and debt.	Math 9–10	• Algebra	Formulas, Rates and Ratios	Solving for unknowns.
FIN3070 Market Research	Determine the market demand for geographic area, competitors, target share and forecasting sales.	Math 9	• Percents	Percent	Finding unknown percentage of a number.

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	FINANCIAL INFORMATION	SERVICE BUSINESS 1	SERVICE BUSINESS 2	TAXATION	MERCHANDISING BUSINESS 1	MERCHANDISING BUSINESS 2	FINANCIAL SOFTWARE	FINANCIAL SIMULATION	ADVANCED ACCOUNTING	MANAGEMENT ACCOUNTING	BUSINESS ORGANIZATIONS	FINANCIAL STATEMENTS	FINANCIAL ANALYSIS	FINANCIAL PLANNING
INTERPERSONAL CHALLENGES														
Well-Being and Healthy Lifestyles														
Living Within Relationships														
Human Sexuality and Relationships														
CAREER EXPLORATION														
Career Planning Process														
Career Alternatives			c											
Preparation for the Workforce														
FINANCIAL PLANNING AND CONSUMER CHOICES														
Financial Decision Making	c		c											
Consumer Awareness														

c = complementary – minor portions

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* †
Accounting 10, 20 and 30, Record Keeping and Business Calculations Courses

	BASIC ACCOUNTING CONCEPTS	JOURNALIZING AND POSTING	COMPLETING THE ACCT CYCLE	MERCHANDISE ACCOUNTING	END-OF-YR ADJUST & 8-COL WORKSHEET	OPTIONAL ACCOUNTING TASKS	VOUCHER SYS & END-OF-YEAR ADJUST	DEPARTMENTALIZED ACCOUNTING TASKS	PARTNERSHIP & CORPORATION ACCTNG	COST ACCOUNTING	FINANCIAL ANALYSIS	ACCOUNTING SIMULATION I	ACCTNG SIMULATION II: COMPUTERIZED ACCTNG	RECORD KEEPING	BUSINESS CALCULATIONS
FINANCIAL INFORMATION															
Ethics															
The Economic Environment															
Acquiring and Using Financial Resources														x	x
Government Legislation															
SERVICE BUSINESS 1															
Financial Statements	x														
Opening Balance Sheet	x														
Double Entry System	x														
Ledgers		x													
Journals		x													
Trial Balance		x													
Petty Cash			x												
SERVICE BUSINESS 2															
Worksheet		x			x										
Financial Statements					x										
Closing Entries			x		x										
Post-Closing Trial Balance			x		x										
Budgeting						x								x	
Careers						x									
TAXATION															
History															
Kinds of Taxes															
Tax Administration															

† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* † *Accounting 10, 20 and 30, Record Keeping and Business Calculations Courses (continued)*

	BASIC ACCOUNTING CONCEPTS	JOURNALIZING AND POSTING	COMPLETING THE ACCT CYCLE	MERCHANDISE ACCOUNTING	END-OF-YR ADJUST & 8-COL WORKSHEET	OPTIONAL ACCOUNTING TASKS	VOUCHER SYS & END-OF-YEAR ADJUST	DEPARTMENTALIZED ACCOUNTING TASKS	PARTNERSHIP & CORPORATION ACCTNG	COST ACCOUNTING	FINANCIAL ANALYSIS	ACCOUNTING SIMULATION I	ACCTNG SIMULATION II: COMPUTERIZED ACCTNG	RECORD KEEPING	BUSINESS CALCULATIONS
Rights and Responsibilities of a Taxpayer															
Preparation of a Tax Return						x									x
Where Your Tax Dollars Go															
MERCHANDISING BUSINESS 1															
Merchandise Accounting				x										x	
Journals				x										x	
Subsidiary Ledgers				x										x	x
MERCHANDISING BUSINESS 2															
Fiscal Period Adjustments					x										
Financial Statements					x										
Closing the Ledger				x	x										
Payroll						x									
FINANCIAL SOFTWARE															
Set-up input													x		
Output workstation													x		
FINANCIAL SIMULATION															
Manual Project						x						x			
Computer Simulation						x						x	x		
ADVANCED ACCOUNTING															
Capital Assets											x				
Uncollectible Accounts											x				

† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* † *Accounting 10, 20 and 30, Record Keeping and Business Calculations Courses (continued)*

	BASIC ACCOUNTING CONCEPTS	JOURNALIZING AND POSTING	COMPLETING THE ACCT CYCLE	MERCHANDISE ACCOUNTING	END-OF-YR ADJUST & 8-COL WORKSHEET	OPTIONAL ACCOUNTING TASKS	VOUCHER SYS & END-OF-YEAR ADJUST	DEPARTMENTALIZED ACCOUNTING TASKS	PARTNERSHIP & CORPORATION ACCTNG	COST ACCOUNTING	FINANCIAL ANALYSIS	ACCOUNTING SIMULATION I	ACCTNG SIMULATION II: COMPUTERIZED ACCTNG	RECORD KEEPING	BUSINESS CALCULATIONS
Accruals							x								
Manufacturing										x					
Departmental Accounting										x					
MANAGEMENT ACCOUNTING															
Price/Cost											x				
Break-even Point											x				
Inventory								x							
Inventory Management									x						
Internal Controls															
Bank Reconciliation			x												
Internal Audits															
BUSINESS ORGANIZATIONS															
Introduction	x														
Proprietorship			x		x										
Partnership									x						
Corporation									x						
Other Forms of Organization (Franchise, Cooperatives, Non-profit and Miscellaneous															
FINANCIAL STATEMENTS															
Purpose and Format	x		x		x				x						
Components of the Balance Sheet	x		x		x				x						
Components of the Income Statement	x		x		x				x						
Customized Financial Statements															

† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* † *Accounting 10, 20 and 30, Record Keeping and Business Calculations Courses (continued)*

	BASIC ACCOUNTING CONCEPTS	JOURNALIZING AND POSTING	COMPLETING THE ACCT CYCLE	MERCH'ANDISE ACCOUNTING	END-OF-YR ADJUST & 8-COL WORKSHEET	OPTIONAL ACCOUNTING TASKS	VOUCHER SYS & END-OF-YEAR ADJUST	DEPARTMENTALIZED ACCOUNTING TASKS	PARTNERSHIP & CORPORATION ACCTNG	COST ACCOUNTING	FINANCIAL ANALYSIS	ACCOUNTING SIMULATION I	ACCTNG SIMULATION II: COMPUTERIZED ACCTNG	RECORD KEEPING	BUSINESS CALCULATIONS
FINANCIAL ANALYSIS															
Changes in Financial Position											x				
Reporting Procedures															
Ratios											x				
Comparative Financial Statements											x				
Business/Industry Comparisons															
FINANCIAL PLANNING															
Market Research															
World Markets															
Economic Trends															
Taxes															
Forecasting											x				

† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* † *Accounting 10, 20 and 30*

	FINANCIAL INFORMATION	SERVICE BUSINESS 1	SERVICE BUSINESS 2	TAXATION	MERCHANDISING BUSINESS 1	MERCHANDISING BUSINESS 2	FINANCIAL SOFTWARE	FINANCIAL SIMULATION	ADVANCED ACCOUNTING	MANAGEMENT ACCOUNTING	BUSINESS ORGANIZATIONS	FINANCIAL STATEMENTS	FINANCIAL ANALYSIS	FINANCIAL PLANNING
BASIC ACCOUNTING CONCEPTS														
Terminology		x												
Balance Sheet		x												
Opening Entry		x												
Posting		x												
Analyzing Transactions		x												
Introductory Journalizing		x												
JOURNALIZING AND POSTING														
Terminology		x												
Journalizing		x												
Posting		x												
Trial Balance		x												
Worksheet			x											
COMPLETING THE ACCOUNTING CYCLE														
Financial Statement			x									x		
Closing Entries			x											
Post-Closing Trial Balance			x											
Basic Banking Services	x			*					x					
Petty Cash		x												
MERCHANDISE ACCOUNTING														
Terminology					x									
Synoptic Journal					x									
Special Journal					x									
Subsidiary Ledgers					x									
Closing the Ledger						x								

* determined by concepts chosen in Advanced Accounting module
† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* †
Accounting 10, 20 and 30 (continued)

	FINANCIAL INFORMATION	SERVICE BUSINESS 1	SERVICE BUSINESS 2	TAXATION	MERCHANDISING BUSINESS 1	MERCHANDISING BUSINESS 2	FINANCIAL SOFTWARE	FINANCIAL SIMULATION	ADVANCED ACCOUNTING	MANAGEMENT ACCOUNTING	BUSINESS ORGANIZATIONS	FINANCIAL STATEMENTS	FINANCIAL ANALYSIS	FINANCIAL PLANNING
END-OF-YEAR ADJUSTMENTS AND EIGHT-COLUMN WORKSHEET														
Terminology						x								
Adjusting Entries						x			x					
Inventory						x			x	x				
Eight-Column Worksheet						x								
Advanced Financial Statements						x						x		
Closing Entries						x								
Post-Closing Trial Balance						x								
OPTIONAL ACCOUNTING TASKS														
Practice Set								x						
Payroll Procedures					x	x								
Advanced Bank Reconciliation Procedures										x				
Personal Income Tax				x										
Computer Applications							x	x						
Careers			x											
VOUCHER SYSTEM AND END-OF-YEAR ADJUSTMENTS														
Terminology														
Voucher System														
Budgeting			x											x
End-of-Year Adjustments									x					
DEPARTMENTALIZED ACCOUNTING TASKS														
Terminology									*					
Special Business Transactions									*					
Calculating Inventory										x				

* determined by concepts chosen in Advanced Accounting module
† September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Financial Management: Correlations with Practical Arts Courses:* † *Accounting 10, 20 and 30 (continued)*

	FINANCIAL INFORMATION	SERVICE BUSINESS 1	SERVICE BUSINESS 2	TAXATION	MERCHANDISING BUSINESS 1	MERCHANDISING BUSINESS 2	FINANCIAL SOFTWARE	FINANCIAL SIMULATION	ADVANCED ACCOUNTING	MANAGEMENT ACCOUNTING	BUSINESS ORGANIZATIONS	FINANCIAL STATEMENTS	FINANCIAL ANALYSIS	FINANCIAL PLANNING
Interim Departmental Statement									*					
Payroll									*					
PARTNERSHIP AND CORPORATION ACCOUNTING														
Terminology									x		x			
Partnership											x			
Corporation											x			
COST ACCOUNTING														
Terminology									x					
Worksheets									x					
Departmental Margin Statements									*			x		
Manufacturing Costs									*					
Financial Statements									*			x		
FINANCIAL ANALYSIS														
Terminology									x				x	
Bad Debts									x					
Depreciation									x					x
Projection of Profit										x		x	x	
Financial Analysis													x	x
Forecasting													x	x
Working Capital										x			x	
ACCOUNTING SIMULATION I														
Recording Transactions							x	x						
Preparing Statements							x	x						
ACCOUNTING SIMULATION II: COMPUTERIZED ACCOUNTING														
Simulating Accounting Procedures							x	x						

* determined by concepts chosen in Advanced Accounting module

† September 1997: All practical arts courses replaced by Career and Technology Studies.

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TRANSITIONS – *Financial Management: Related Occupations*

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D: High School Education
C: Apprenticeship
B: College or Vocational Education
A: University

Occupation Profile	NOC#	D	C	B	A
Accounting and Related Clerks	1431	✓		✓	
Actuary	2161				✓
Assessors, Valuators and Appraisers	1235			✓	
Banking, Credit and Other Investment Managers	0122			✓	✓
Banking, Insurance and Other Financial Clerks	0121	✓			
Bookkeeper	1231			✓	
Cashier	6611	✓			
Collector	1435	✓			
Credit Loans Manager	1212			✓	
Customs, Ship and Other Brokers	1236	✓		✓	
Economic Development Officers and Marketing Researchers and Consultants	4163				✓
Economists and Economic Policy Researchers and Analysts	4162				✓
Financial Auditors and Accountants	1111			✓	✓
Financial and Investment Analysts	1112				✓
Financial Manager	0111				✓
Financial Planner	1114	✓			
Insurance Adjusters and Claims Examiners	1233	✓		✓	✓
Insurance Agents and Brokers	6231	✓			
Insurance, Real Estate and Financial Brokerage Managers	0121			✓	✓
Insurance Underwriter	1234	✓		✓	✓
Investment Advisor/Stockbroker	1113	✓			
Investment Underwriter	1114				✓
Loan Officer	1232	✓		✓	✓
Other Business Services Managers	1122				✓
Other Financial Officers	1114			✓	✓
Payroll Clerk	1432			✓	
Production Clerk	1473	✓			
Property Administrator	1224			✓	
Purchasing Agents and Officers	1225			✓	✓
Purchasing and Inventory Clerks	1474	✓			
Purchasing Manager	0113			✓	✓
Real Estate Agents and Salespersons	6232	✓			
Securities Agents, Investment Dealers and Traders	1113			✓	✓
Supervisors, Finance and Insurance Clerks	1212			✓	
Teller	1433	✓			

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TRANSITIONS – *Financial Management: Summary of Related Post-secondary Programs*

	PUBLIC COLLEGES											APPRENTICESHIP TRADE	PRIVATE COLLEGES						TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Accounting			CD	CD		D	CD	D	CD		CD		D(10m)						D							C			
Administration			CD	CD			CD		CD										VC	CD	V	CB(3y) B(4y)	VCD M	C	CBM				
Banking																			C										
Business/Business Administration & Commerce (degree programs in Accounting)			2t	2t	2t	1t	V	1t2t	2t		2t			1t	B	B2t	B					2tB (3y)	BMP hd	BM PhD	BM				
Business Administration		CD	CD	C	CD	D	CD	CD	CD	D	CD		D(10m)		D				D	CD		C			C			C1t	C

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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FINANCIAL MANAGEMENT

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

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HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

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AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Financial Management curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Accounting: A Systems Approach.* (3rd edition.) Henry J. Kaluza, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. This 768 page text includes the accounting cycle for a service business and a merchandising business. GST transactions and computer projects are included. Working papers are available. Instructor's manual includes solutions, supplementary problems, texts, general ledger software and supporting manual.	1020 1030	2020 2030 2050	3010 3020 3060
LRDC	*Accounting: An Introduction.* Vic D'Amico and Jane G. N. Magnan. Mississauga, ON: Copp Clark Pitman Ltd., 1991. Text includes realistic descriptions of computer accounting systems, extensive practice materials at a variety of levels, realistic case studies, source documents, accounting systems, career descriptions and five projects. Student working papers and teacher's edition of working papers are available. Teacher's manual provides teaching notes and suggestions, overhead transparency line masters, answers to case studies, answers to computer exercises, chapter tests and answers. Four computer template disks include *ACCPAC/Bedford Data Files* and *Microsoft Works*, both keys and student disks.	1020 1030	2020 2030 2050	
LRDC	*Accounting 1.* (5th edition.) G. E. Syme and T. W. Ireland. Scarborough, ON: Prentice-Hall Canada Inc., 1993. This text provides topics that include the accounting cycle, subsidiary ledger accounting, merchandise accounting, specialized journals, computer accounting, cash control and banking, analyzing financial statements, and payroll accounting. This resource includes a text, student workbooks, as well as teacher's key, annotated teacher's edition, supplementary resources and computer disks (3.5") for teachers to use for supplementary resource documentation.	1020 1030	2020 2030 2050	
LRDC	*CA Simply Accounting.* (DOS Version 4.0C.) Vancouver, BC: Computer Associates, 1995. Courseware. This updated accounting software package includes disks, user guide and accounting manual. New features include 4-digit ledger account numbering and bank reconciliation.		2040 2050	

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*CA Simply Accounting.* (Macintosh Version 1.3F.) Vancouver, BC: Computer Associates, 1994. Courseware. This accounting software includes disks, user guide and accounting manual. A minor revision is the addition of the 1994 tax tables.		2040 2050	
LRDC	*Century 21 Accounting: Advanced Course.* (2nd Canadian edition.) Miles Mumford, Ray Schafer and Aurelio Delbello. Scarborough, ON: Nelson Canada, 1992. Advanced accounting procedures are described, applied and practiced, then reinforced. Topics presented build on previous learning. Student working papers and study guides are available with a teacher's edition. Teacher's reference guide includes problems, tests, reinforcement activities and computer applications.			3010 3020 3030 3040 3060
LRDC	*Century 21 Accounting: Introductory Course.* (3rd Canadian edition.) Ray Schafer, Aurelio Delbello and Miles Mumford. Scarborough, ON: Nelson Canada, 1991. The basic accounting cycles for a service business, merchandising business partnership and corporation are covered. Student working papers and study guides are available with a teacher's edition. Teacher's reference guide includes problems, tests, forms, reinforcement activities and computer applications. Simulations are available.	1020 1030	2020 2030 2050	
LRDC	*Elements of Accounting: A Senior Course.* (3rd edition.) Henry Kaluza, William G. Leonard and Janet L. Ambacher Kennedy. Toronto, ON: McGraw-Hill Ryerson Ltd., 1989. Topics covered include the accounting cycle for a merchandising business, inventory, corporate accounting, fixed assets, cost accounting, management accounting and income tax accounting. Computer projects are included in most chapters. Study guide and working papers are available. Instructor's guide and solutions contain supplementary problems and cases with keys for each chapter.			3010 3020 3030 3040 3060
LRDC	*Financial Accounting.* (2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Brief Version (1-12). This soft-cover text (chapters 1-12) provides full introductory coverage of financial accounting, utilizing widely used accounting theory and practice. Accompanying this series for student use are a student study guide and demonstration problems and student working papers. Teacher resources that accompany this series are computerized and print-based test banks, solutions keys and transparencies and an instructor's manual to help with lectures, assignments and examinations.	1010	2050	3010 3020 3040

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Financial Accounting.* (2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Text (1–19). This soft-cover text (chapters 1–19) provides full introductory coverage of financial accounting, utilizing widely used accounting theory and practice. Accompanying this series for student use are a student study guide and demonstration problems and student working papers. Teacher resources that accompany this series are computerized and print-based test banks, solutions keys and transparencies and an instructor's manual to help with lectures, assignments and examinations.	1010	2050	3010 3020 3030 3040 3060
LRDC	*Making Economic Choices.* Dennis C. Doherty, et al. Mississauga, ON: Copp Clark Pitman Ltd., 1992. Text focuses on the impact of economic policies and decisions on people with less emphasis on abstract concepts. Relevant financial management topics include *Business in the Economy; Government in the Economy; Money and Banking; Personal Finance; Managing Money; Economics and Society.* The accompanying teacher's manual provides answers to text questions, pre- and post-tests, supplementary evaluation exercises and suggestions for ways to use text material and black line masters.	1010		
LRDC	*Management Accounting.* (2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Text (20-26). This soft-cover text (chapters 20–26) is a continuation of the Financial Accounting series. It covers the advanced level modules and introduces the student to management accounting. Student resources include working papers and a study guide and demonstration problems. Teacher resources that accompany this series are computerized and print-based text banks, solutions keys and transparencies and an instructor's manual to help with lectures, assignments and examinations.			3010 3020 3040 3060 3070
LRDC	*Principles of Accounting.* (2nd edition.) Vic D'Amico, Ted Palmer and Tom D'Amico. Mississauga, ON: Copp Clark Pitman Ltd., 1994. An 829 page text that introduces accounting to the student through the use of computer theory, exercises and special projects. Includes realistic case studies of both small and large companies. The student guide and working papers have a teacher's edition; the teacher resource manual provides teaching aids for each unit, test items and answers.	1020 1030	2020 2030 2050	

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SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Accounting: A Systems Approach.* (3rd edition.) Henry J. Kaluza, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. Study Guide and Working Papers 1–7; Study Guide and Working Papers 8–11; Study Guide and Working Papers 12–16. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Accounting: An Introduction.* Vic D'Amico and Jane G. N. Magnan. Mississauga, ON: Copp Clark Pitman Ltd., 1991. Working Papers. Student edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Accounting 1.* (5th edition.) G. E. Syme and T. W. Ireland. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
LRDC	*ACCPAC PLUS Applications Workbook.* (Version 6.0.) Esther Deutsch. Toronto, ON: McGraw-Hill Ryerson Ltd., 1992. Introduces students to *ACCPAC Plus 6.0* and provides them with a thorough understanding of the many features of this package. Requires *ACCPAC Plus*, Version 6.0.		2040	3010 3070
LRDC	*Aftermarket: Canadian Business Simulation.* (DOS Version.) Rick Pellizer and Rob Smythe. Burlington, ON: Smythe Computer Software, 1991. Students manage companies that compete among themselves to capture a portion of a market dominated by a very large computer-managed company. Simulation can be modified by the teacher either during creation of the companies' starting position or during the game.			3020 3060

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Applications Workbook for Simply Accounting.* (Macintosh version). D. Purbhoo and M. Purbhoo. Don Mills, ON: Addison-Wesley Publishers, 1989. Includes Set: Applications Workbook, and Teacher's Support Package. This resource for the Macintosh contains 12 accounting applications using Version 1.03aR of the *Simply Accounting* software package. The applications cover all six ledgers in the *Simply Accounting* program. In addition it provides the student with a comprehensive introduction to setting up a complete computerized accounting system. A teacher's support package contains two disks: the data disk and the teacher's guide and solutions disk.		2040 2050	
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing.*	all	all	all
LRDC	*Century 21 Accounting: Advanced Course.* (2nd Canadian edition.) Miles Mumford, Ray Schafer and Aurelio Delbello. Scarborough, ON: Nelson Canada, 1992. Working Papers and Study Guides: Chapters 1–15, Chapters 16–24. Student's Edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Century 21 Accounting: Introductory Course.* (3rd Canadian edition.) Ray Schafer, Aurelio Delbello and Miles Mumford. Scarborough, ON: Nelson Canada, 1991. Working Papers and Study Guides: Chapters 1–20, Chapters 20–30. Student's Edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Computerized Accounting: Using the Flexware General Ledger System.* (DOS Version 4.0.) Ray Schafer. Calgary, AB: Flexware Data Corporation, 1993. Student Manual. Topics covered are general ledger, journal entries, financial statements, accounts payable, accounts receivable, payroll, budget balances, data export and import. Uses as examples sole proprietorship, merchandising partnerships and business corporations.		2040 2050	3010

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Designing an Accounting System Using ACCPAC Simply Accounting.* Robert Ricci. Toronto, ON: McGraw-Hill Ryerson Ltd., 1993. A comprehensive set of instructions on how to set up the company books. Includes a student text, teacher manual, data disk and solution disk. Requires *ACCPAC Simply Accounting* for DOS.		2040 2050	
LRDC	*Dollars and Sense: Reading and Interpreting Financial Statements.* (DOS Version 1.0.) Janis Gershman and Evannah Sakamoto. Toronto, ON: Courseware Solutions Inc., 1991. Courseware. This software program (DOS) provides interactive learning experience in reading, analyzing and comparing financial statements. Topics include balance sheets, comparing financial statement items and debt-equity.			3030 3040
LRDC	*Elements of Accounting: A Senior Course.* (3rd edition.) Henry J. Kaluza. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Study Guide and Working Papers 1: Chapters 1–5; Study Guide and Working Papers 2: Chapters 6–11; Study Guide and Working Papers 3: Chapters 12–17. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Study Guide and Demonstration Problems. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Working Papers 1-12 and Working Papers 13–19. See Basic Learning Resources for annotation and module correlation.			

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Financial Management 101 (FIN 101): Introduction to Financial Management.* Alberta Distance Learning Centre (ADLC), 1995. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.	1010		
LRDC	*Financial Management 102 (FIN 102): Establishing an Accounting System for a Service Business.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.	1020		
LRDC	*Financial Management 103 (FIN 103): Completing an Accounting Cycle for a Service Business.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.	1030		

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Financial Management 202 (FIN 202): Establishing an Accounting System for a Merchandising Business.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.		2020	
LRDC	*Financial Management 203 (FIN 203): Completing an Accounting Cycle for a Merchandising Business.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Student Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.		2030	
LRDC	*Learning Simply Accounting for DOS.* (DOS Version.) M. Purbhoo and D. Purbhoo. Don Mills, ON: Addison-Wesley Publishers, 1994. This book contains 17 accounting applications using *Simply Accounting®*, and provides the student with a comprehensive introduction to setting up a complete computerized accounting system. This resource requires *Simply Accounting® Educational* DOS Version 3.4G. Includes teacher's support package.		2040 2050	

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Luggage Merchant Practice Set, The: Sole Proprietorship – Merchandising with Payroll, Business Paper Format.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting*.) Sylvia Hearing and Melanie E. Russell. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Manual version. This manual simulation provides an opportunity for entry of financial transactions using source documents, including payroll and completing the year end, for a sole proprietorship. This simulation accompanies the *Prentice-Hall Canada Series in Accounting*. Solutions are available.		2050	
LRDC	*Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting*.) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Study Guide and Demonstration Problems. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting*.) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Working Papers 20–26. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Maxwell Jewelry: A Business Simulation.* Ray Schafer, Aurelio Delbello and Miles Mumford. Scarborough, ON: Nelson Canada, 1991. This manual simulation for a merchandising business organized as a partnership is a supplement to *Century 21 Accounting*. It includes source documents, combination journal, ledgers, financial statements and chequebook. This resource does not include GST.		2050	
LRDC	*Microwaves, Inc.: A Business Simulation.* Ray Schafer, Aurelio Delbello and Miles Mumford. Scarborough, ON: Nelson Canada, 1991. This manual simulation for a merchandising business organized as a corporation is a supplement to *Century 21 Accounting*. It includes instructions, source documents, journals, ledgers, financial statements and cheques. One kit per student is required. Does not include GST.			3010

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Principles of Accounting.* (2nd edition.) Vic D'Amico, Ted Palmer and Tom D'Amico. Mississauga, ON: Copp Clark Pitman Ltd., 1994. Study Guide and Working Papers. Student edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Teach Yourself ACCPAC Simply Accounting for Windows.* D. Purbhoo and M. Purbhoo. Don Mills, ON: Addison-Wesley Publishers, 1992. Includes set: text, 5.25" diskette and 3.5" diskette. This book contains 12 accounting applications using *ACCPAC Simply Accounting*, Version 1.0A, and provides the student with a comprehensive introduction to setting up a complete computerized accounting system.		2040 2050	
FPA	*Teaching Taxes Program (Revised 1993).* Winnipeg, MB: Revenue Canada – Customs, Excise and Taxation, 1993. Student Workbook. This workbook focuses on the General Tax Guide and the preparation of income tax returns for individuals or a small business. The teacher's manual provides an overview of the Canadian tax system. This teacher manual is three-hole punched and includes exercises and supplementary activities to be used with the student guide and appropriate taxation forms that can be obtained yearly from taxation offices.		2010	
LRDC	*Timson Rugs: An Accounting Simulation.* (2nd edition.) R. L. King. Mississauga, ON: Copp Clark Pitman Ltd., 1988. A manual simulation covering the accounting cycle from source documents to financial statements. Special journals and payroll are included.			3010

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TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Accounting: A Systems Approach.* (3rd edition.) Henry J. Kaluza, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1992. Teacher's Resource Book and Answer Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Accounting: An Introduction.* Vic D'Amico and Jane G. N. Magnan. Mississauga, ON: Copp Clark Pitman Ltd. Teacher's Manual and 4 3.5" disks (1992), and Working Papers: Teacher's Edition (1991). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Accounting: The Basis for Business Decisions.* (7th Canadian edition.) Robert F. Meigs, Walter B. Meigs and Wai P. Lam. Toronto, ON: McGraw-Hill Ryerson Ltd., 1995. The two texts (Financial Accounting Volumes 1 and 2, Chapters 1-20; Managerial Accounting Volume 3, Chapters 21-26) cover the majority of topics in the Financial Management curriculum from introductory to advanced modules. Demonstration problems and solutions, review questions, multiple choice questions, exercises, problems and business decision cases are found at the end of each chapter. This resource includes texts, solution manuals, and worksheets (chapters 1-12; chapters 13-26). The study guides to accompany *Accounting: The Basis for Business Decisions* consists of Volume 1 to accompany chapters 1-12 and Volume 1 and 2 to accompany chapters 13-26. A test bank of questions for each chapter is included on three DOS disks and these are accompanied by a test generator's user's guide.		2010	3010 3020 3030 3040 3050 3060 3070
LRDC	*Accounting Applications: A Systems Approach.* Ron Cougler and Norman J. Shoemaker. Toronto, ON: John Wiley & Sons, 1992. Text, Student Working Papers and Teacher's Resource Package. Text covers systems approach to accounting, accounting systems for service and merchandising business, cash control, banking, accounts receivable and payable, inventory control, payroll and cost accounting. Computerized activities designed for *ACCPAC Bedford Integrated Accounting*. Working papers include self-review exercises. Teacher's resource package provides answers to text and working papers and black line masters. A disk containing nine company files can be used with text.	1020 1030	2020 2030 2050	3020

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Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Accounting 1.* (5th edition.) G. E. Syme and T. W. Ireland. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Annotated Teacher's Edition and Supplementary Resources; Teacher's Key: Answers to Accompany the Student Workbook. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Applications Workbook for Simply Accounting.* (Macintosh version.) D. Purbhoo and M. Purbhoo. Don Mills, ON: Addison-Wesley Publishers, 1989. Includes Set: Applications Workbook; and Teacher's Support Package (2 – 3.5" diskettes). See Support Learning Resources for annotation and module correlation.			
LRDC	*Century 21 Accounting: Advanced Course.* (2nd Canadian edition.) Miles Mumford, Ray Schafer and Aurelio Delbello. Scarborough, ON: Nelson Canada, 1992. Teacher's Reference Guide/Courseware; Working Papers and Study Guides: Chapter 1–15: Teacher's Edition; Working Papers and Study Guides: Chapter 16–24: Teacher's Edition). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Century 21 Accounting: Introductory Course.* (3rd Canadian edition.) Ray Schafer, Aurelio Delbello and Miles Mumford. Scarborough, ON: Nelson Canada, 1991. Working Papers and Study Guides: Chapters 1–20: Teacher's Edition; Working Papers and Study Guides: Chapters 20–30: Teacher's Edition; and Teacher's Reference Guide. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Computerized Accounting: Using the Flexware General Ledger System.* (DOS Version 4.0.) Ray Schafer. Calgary, AB: Flexware Data Corp., 1993. Teacher's Guide with Student Disk; Teacher Disk and General Ledger Disk (3.5" IBM or compatible). See Support Learning Resources for annotation and module correlation.			

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Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Designing an Accounting System Using ACCPAC Simply Accounting.* Robert Ricci. Toronto, ON: McGraw-Hill Ryerson Ltd., 1993. Teacher's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Elements of Accounting: A Senior Course.* (3rd edition.) Henry J. Kaluza, William G. Leonard and Janet L. Ambacher Kennedy. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Instructor's Guide and Solutions. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Solutions and Teaching Transparencies for Chapters 1–12; Solutions and Teaching Transparencies for Chapters 13–19. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Solutions Manual 1–12 and Solutions Manual 13–19. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting: An Introduction to Decision Making.* (2nd edition.) Henry Dauderis. Toronto, ON: Holt, Rinehart and Winston of Canada, Ltd., 1990. Text and Instructor's Resource Manual. The accounting concepts covered in this text have a bearing on real issues such as Canada's rapidly escalating debt, changing unemployment insurance payments, universal medicare, indexing old age pensions and augmenting welfare payments. The purpose of this text is to promote "Accounting Literacy". An instructor's resource manual and disks with *Lotus 1-2-3* templates can be obtained.			3010 3020 3030 3040 3060 3070
LRDC	*Financial Accounting and Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			

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Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Financial Accounting and Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Teaching Transparencies: Blackline Masters for Chapters 1–26. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Accounting and Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Test Item File; Computerized Test Item File (IBM Version). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Financial Management 101 (FIN 101): Introduction to Financial Management.* Alberta Distance Learning Centre (ADLC), 1995. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Financial Management 102 (FIN 102): Establishing an Accounting System for a Service Business.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Financial Management 103 (FIN 103): Completing an Accounting Cycle for a Service Business.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Financial Management 202 (FIN 202): Establishing an Accounting System for a Merchandising Business.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for annotation and module correlation.			

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Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Financial Management 203 (FIN 203): Completing an Accounting Cycle for a Merchandising Business.* Alberta Distance Learning Centre (ADLC), 1996. See Support Learning Resources for annotation and module correlation.			
LRDC	*Learning Simply Accounting for DOS.* (DOS Version.) M. Purbhoo and D. Purbhoo. Don Mills, ON: Addison-Wesley Publishers, 1994. Teacher's Support Package. 3.5" disks. (No longer available on 5.25" disks). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Luggage Merchant Practice Set, The: Sole Proprietorship—Merchandising with Payroll, Business Paper Format.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Sylvia Hearing, Mike Gronholm and Melanie E. Russell. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Manual Version: Solutions. See Support Learning Resources for annotation and module correlation.			
LRDC	*Making Economic Choices.* Dennis C. Doherty, et al. Mississauga, ON: Copp Clark Pitman Ltd., 1992. Teacher's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Solutions and Teaching Transparencies for Chapter 20–26. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Management Accounting.* (Canadian 2nd edition; *Prentice-Hall Canada Series in Accounting.*) Charles T. Horngren, et al. Scarborough, ON: Prentice-Hall Canada Inc., 1993. Solutions Manual 20–26. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Managing for Excellence: The Fundamentals of Canadian Business Management.* Lori Cranson. Toronto, ON: McGraw-Hill Ryerson Ltd., 1988. Student Text and Teacher's Resource (1989). This resource introduces students to the subject of Canadian business management. It is divided into three parts: an overview of the foundation of Canada's business environment; small business; and general management concepts.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Personal Finance for Canadians.* (5th edition.) Kathleen H. Brown. Scarborough, ON: Prentice-Hall Canada Inc., 1994. Text and Instructor's Resource Manual. The fifth edition of *Personal Finance for Canadians* is a comprehensive introduction to personal financial planning. It provides basic information necessary for effective decision making. Organized into three main areas of personal finance: financial planning; financial security; and credit. The text is illustrated with up-to-date figures, tables, examples, case studies, sample contracts and authentic documents. The instructor's manual has four components: answers to the problem posed in the textbook; suggestions for supplementary activities; test questions; and masters for overhead transparencies.	1010		
LRDC	*Principles of Accounting.* (2nd edition.) Vic D'Amico, Ted Palmer and Tom D'Amico. Mississauga, ON: Copp Clark Pitman Ltd., 1994. Study Guide and Working Papers: Teacher's Edition and Teacher's Manual (Windows Version includes diskettes and print material). See Basic Learning Resources for annotation and module correlation.			
LRDC	*School Accounting Modules: Witness Fitness Centre, An Accounting Simulation.* (2nd edition.) T. W. Ireland. Vancouver, BC: Certified General Accountants Association of Canada, 1991. Print/courseware. Consists of four accounting modules: starting a sole proprietorship; forming a partnership; expanding the scope of the business; and a company in financial danger. Includes GST, transparency masters and computer files.		2050	3010
FPA	*Teaching Taxes Program (Revised 1993).* Winnipeg, MB: Revenue Canada – Customs, Excise and Taxation, 1993. Teacher's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Understanding and Managing Financial Information: The Non-Financial Manager's Guide.* M.M. Coltman. International Self-Counsel Press Ltd., 1993. This book shows in simple terms how business finance really works. All terms are explained and procedures summarized step by step. From the basics of balancing the books and reading financial statements to more sophisticated planning such as setting fiscal objectives, and using trend analysis, examples are provided which will be helpful for the teacher to use with students.	1010		3010 3020 3030 3060 3070

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T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	1	2	2	2	2	2	3	3	3	3	3	3
THEME				A	A	A	A	B	B	B	B	B	B	B	C	C	C
	Format	*Status*	*Junior/Senior High*	Financial Information	Service Business 1	Service Business 2	Taxation (Personal & Small Business)	Merchandising Business 1	Merchandising Business 2	Financial Software	Financial Simulation	Advanced Accounting	Management Accounting	Business Organizations	Financial Statements	Financial Analysis	Financial Planning
Module Number				1010	1020	1030	2010	2020	2030	2040	2050	3010	3020	3030	3040	3060	3070
Accounting: A Systems Approach (3rd Ed.)					X	X		X	X		X	X	X			X	
Text	*p*	*B*	J/S														
Study Guides & Working Papers 1-7, 8-11,12-16	*p*	S	J/S														
Teacher Resource Book and Answer Key	*p*	*T*	J/S														
Accounting: An Introduction (1st Ed.)					X	X		X	X		X						
Text	*p*	*B*	J/S														
Working Papers (Student Edition)	*p*	*S*	J/S														
Teacher 's Manual and Disks	*p*	*T*	J/S														
Working Papers (Teacher's Edition)	*p*	*T*	J/S														
Accounting 1 (5th Ed.)					X	X		X	X		X						
Text	*p*	*B*	J/S														
Student Workbook	*p*	*S*	J/S														
Annotated Teacher Edition and Supplementary Resources, Teacher's Key	*p*	*T*	J/S														
Accounting Applications: A Systems Approach	*p*	*T*	J/S		X	X		X	X		X		X				
Text; Student Working Papers; Teacher's Resource Pkg																	
Accounting: The Basis for Business Decisions (7th Ed.)	*p*	*T*	S				X					X	X	X	X	X	X
Texts (Financial Accounting Vol. 1 & 2, Chapters 1-20; Managerial Accounting Vol. 3, Chapters 21-26)																	
Solutions Manuals; Study Guides;																	
Test Bank Generator's User Guide																	
ACCPAC PLUS Applications Workbook (Ver. 6.0)	*p*	*S*	S							X		X					X
Aftermarket: Canadian Business Simulation	*p/s*	*S*	S										X			X	
Applications Workbook for Simply Accounting (MAC Ver.)										X	X						
Applications Workbook/Teacher support Package set	*p/s*	*S/T*	S														
CA Simply Accounting (DOS Ver. 4.0C)	*s*	*B*	S							X	X						
Century 21 Accounting: Advanced Course (2nd Cdn. Ed)												X	X	X	X	X	
Text	*p*	*B*	S														
Study Guides and Working Papers Chapters 1-15, 16-24, Student's Edition	*p*	*S*	S														
Study Guides and working Papers Chapters 1-15, 16-24, Teacher's Edition	*p*	*T*	S														
Teacher Reference Guide	*p/s*	*T*	S														

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LEVEL				1	1	1	2	2	2	2	2	3	3	3	3	3	3
THEME				A	A	A	A	B	B	B	B	B	B	B	C	C	C
	Format	*Status*	*Junior/Senior High*	Financial Information	Service Business 1	Service Business 2	Taxation (Personal & Small Business)	Merchandising Business 1	Merchandising Business 2	Financial Software	Financial Simulation	Advanced Accounting	Management Accounting	Business Organizations	Financial Statements	Financial Analysis	Financial Planning
Module Number				1010	1020	1030	2010	2020	2030	2040	2050	3010	3020	3030	3040	3060	3070
Century 21 Accounting: An Introductory Course (3rd Cdn.																	
Text	*p*	*B*	J/S		X	X		X	X		X						
Working Papers and Study Guides: Chapters 1-20, 20-30, Student's Edition	*p*	*S*	J/S														
Working Papers and Study Guides Chapters 1-20, 20-30, Teacher's Edition	*p*	*T*	J/S														
Teacher Reference Guide	*p*	*T*	J/S														
Computerized Accounting: Using the Flexware General Ledger System (Dos Ver. 4.0)										X	X	X					
Student Manual	*p*	*S*	S														
Teacher's Guide with disks	*p/s*	*T*	S														
Designing an Accounting System Using ACCPAC Simply Accounting										X	X						
Text/Disks	*p/s*	*S*	S														
Teacher's Manual	*p*	*T*	S														
Dollars and Sense: Reading and Interpreting Financial Statements	*s*	*S*	S											X	X		
Elements of Accounting: A Senior Course (3rd Ed.)												X	X	X	X	X	
Text	*p*	*B*	S														
Study Guide and Working Papers 1: Chapters 1-5	*p*	*S*	S														
Study Guide and Working Papers 2: Chapters 6-11	*p*	*S*	S														
Study Guide and Working Papers 3: Chapters 12-17	*p*	*S*	S														
Instructor's Guide and Solutions	*p/s*	*T*	S														
Financial Accounting: An Introduction to Decision-Making (2nd Ed) - Text & Instructor's Resource	*p*	*T*	S									X	X	X	X		X
Financial Accounting (2nd Ed.) - Brief Version (Chapters 1-	*p*	*B*	J/S	X							X	X	X		X		
Financial Accounting (2nd Ed.) (Chapters 1-19)	*p*	*B*	J/S	X							X	X	X	X	X	X	
Management Accounting (2nd Ed.) (Chapters 20-26)	*p*	*B*	S									X	X		X	X	X
Financial Accounting - Study Guide and Demonstration Problems	*p*	*S*	S									X	X	X	X		X

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THEME				A	A	A	A	B	B	B	B	B	B	B	C	C	C
	Format	*Status*	*Junior/Senior High*	Financial Information	Service Business 1	Service Business 2	Taxation (Personal & Small Business)	Merchandising Business 1	Merchandising Business 2	Financial Software	Financial Simulation	Advanced Accounting	Management Accounting	Business Organizations	Financial Statements	Financial Analysis	Financial Planning
Module Number				1010	1020	1030	2010	2020	2030	2040	2050	3010	3020	3030	3040	3060	3070
Management Accounting - Study Guide and Demonstration Problems	*p*	*S*	S									X	X		X		X
Financial Accounting (2nd Ed.) (Working Papers 1-12, 13-19)	*p*	*S*	S									X	X	X	X		X
Management Accounting (Working Papers 20-26)	*p*	*S*	S									X	X		X		X
Financial and Management Accounting: Instructor's Manual, Test Item File, Computerized Test Item File, Teaching Transparencies: Blackline Masters for Chapters 1-26, Solutions Manuals (1-12, 13-19, 20-26), Solutions Transparencies 1-26)	*p/s*	*T*	S									X	X	X	X		X
Financial Management 101 (FIN 101): Introduction to Financial Management				X													
Student Module Booklet; Student Assignment Booklet	*p*	*S*	J														
Learning Facilitator's Manual	*p*	*T*	J														
Financial Management 102 (FIN 102): Establishing an Accounting System for a Service Business					X												
Student Module Booklet; Student Assignment Booklet	*p*	*S*	J														
Learning Facilitator's Manual	*p*	*T*	J														
Financial Management 103 (FIN 103): Completing an Accounting Cycle for a Service Business						X											
Student Module Booklet; Student Assignment Booklet	*p*	*S*	J														
Learning Facilitator's Manual	*p*	*T*	J														
Financial Management 202 (FIN 202): Establishing an Accounting System for a Merchandising Business								X									
Student Module Booklet; Student Assignment Booklet	*p*	*S*	S														
Learning Facilitator's Manual	*p*	*T*	S														
Financial Management 203 (FIN 203): Completing an Accounting Cycle for a Merchandising Business									X								
Student Module Booklet; Student Assignment Booklet	*p*	*S*	S														
Learning Facilitator's Manual	*p*	*T*	S														
Learning Simply Accounting for DOS										X	X						
Text	*p*	*S*	S														
Teacher's Support Package (DOS Version)	*s*	*T*	S														

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Module Number				1010	1020	1030	2010	2020	2030	2040	2050	3010	3020	3030	3040	3060	3070
Luggage Merchant Practice Set, The: Sole Proprietorship - Merchandising with Payroll, Business Paper Format											X						
Manual Version (2nd Ed)	*p*	*S*	S														
Manual Version: Solutions (2nd Ed)	*p*	*T*	S														
Making Economic Choices (1st Ed.)				X													
Text	*p*	*B*	J/S														
Teacher Resource	*p*	*T*	J/S														
Managing for Excellence: The Fundamentals of Canadian Business Management				X										X			
Text & Teacher Resource	*p*	*T*	J/S														
Maxwell Jewelry: A Business Simualation	*p*	*S*	S								X						
Microwaves, Inc.: A Business Simulation	*p*	*S*	S									X					
Personal Finance for Canadians (5th Ed)- Text; Instructor's Resource Manual	*p*	*T*	J	X													
Principles of Accounting (2nd Ed.)					X	X		X	X		X						
Text	*p*	*B*	S														
Study Guide and Working Papers: Student Edition	*p*	*S*	S														
Study Guide and Working Papers: Teacher's Edition	*p*	*T*	S														
Teacher's Manual (Windows Version includes disks)	*p/s*	*T*	S														
School Accounting Modules: Witness Fitness Centre, An Accounting Simulation	*p/s*	*T*	S								X	X					
Teach Yourself ACCPAC Simply Accounting for Windows	*p/s*	*S*	S							X	X						
Teaching Taxes Program (Revised 1993) Revenue Canada							X										
Student Workbook	*p*	*S*	S														
Teacher's Manual	*p*	*T*	S														
Timson Rugs: An Accounting Simulation (2nd Ed.)	*p*	*S*	S									X					
Understanding and Managing Financial Information: The Non-Financial Manager's Guide	*p*	*T*	S	X								X	X	X			X

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Module Number				1010	1020	1030	2010	2020	2030	2040	2050	3010	3020	3030	3040	3060	3070
OTHER RESOURCES																	
$Market Currency Simulation	*s*	*O*	S											X			
Accounting for Canadian Colleges Text, Study Guide & Teacher Resource	*p*	*O*	S									X	X		X		
Choices, Chances and Control	*v*	*O*	J/S	X													
Financing (Minding My Own Business Series)	*v/p*	*O*	J	X													
Keeping Track (Financial Accounting Something Ventured	*v*	*O*	J/S	X											X	X	
Making Money: The Old-Fashion Way	*p*	*O*	J	X													
Money Flow, The (Something Venured Series)	*v*	*O*	J/S	X		X											
Not for Sale: Ethics in the American Workplace	*v*	*O*	J	X													
Numbers	*v*	*O*	J/S	X											X	X	
Planning (Minding My Own Business Series)	*v/p*	*O*	J	X													

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OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a Tolerance and Understanding audit and a preliminary review of the resources; however, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
SCS	*$Market International Currency Simulation.* Pellizer, Rick and Rob Smythe. Burlington, ON: Smythe Computer Services Limited, 1990. This is a simulation in which students attempt to maximize their equity by buying and selling international currencies on the basis of economic indicators such as growth, inflation, unemployment, trade balance and interest rates.			3030
CCP	*Accounting for Canadian Colleges.* D'Amico, Vic and Ted Palmer. Mississauga, ON: Copp Clark Pitman Ltd., 1991. Text, Study Guide, Teacher Resource. This text has been designed to provide students with a sound understanding of both accounting procedures and basic accounting principles, thinking skills, general computer literacy and well-developed personal characteristics. It is a first-year college curriculum. Computer applications answers shown with *Bedford Integrated Accounting MS-DOS, Lotus 1-2-3 MS-DOS.* Instructor's manual has line masters, computer activities, answers to spreadsheets and ledgers, projects and test items and answers.			3010 3020 3040
IIC	*Choices, Chances and Control.* Toronto, ON: Insurance Institute of Canada, 1993. This video kit provides students with an explanation of what insurance is and how it works. It is designed for senior high classes and includes lesson plans, activity sheets and a teacher guide with the video.	1010		
THA	*Financing.* (Minding My Own Business Series.) Vancouver, BC: T. H. A. Media Distributors Ltd. Video and Study Guide *Learning Strategies for Minding My Own Business,* 1993. (26 minutes.) This video is about women entrepreneurs who have started and succeeded in their own businesses. The episodes dealt with in this video show the importance of having a clear sense of the financial needs of the business. A study guide provides learning strategies for the student.	1010		

Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
MLC	*Keeping Track.* (Financial Accounting Something Ventured Series.) Oakville, ON: Magic Lantern Communications Ltd. This video covers uses of accounting, generation of financial reports, a brief discussion of balance sheet, income statements and cash flow analyses. It also focuses on the importance of setting up a proper accounting system at the outset of setting up a business.	1010		3040 3060
APL	*Making Money: The Old-Fashioned Way.* Edmonton, AB: Arnold Publishing Ltd., 1993. Reduces all concepts related to investing and money management to the most fundamental explanations and strategies, reinforcing them with interesting case histories.	1010		
MLC	*Money Flow, The.* (Something Ventured Series.) Oakville, ON: Magic Lantern Communications Ltd. Stresses cash flow and the necessity of having enough cash coming in to be able to meet cash requirements.	1010 1030		
SUN	*Not for Sale: Ethics in the American Workplace.* Pleasantville, NY: Sunburst Communications, 1992. (105 minutes.) This video follows the progress of four new employees to "Kriegers", a fictional department store, through a variety of moral and ethical dilemmas. Issues dealt with include shoplifting, insider theft, kickbacks, racism and sexual harassment. The video comes complete with a leader's guide, lesson plans and discussion questions. (105 minutes)	1010		
MMP	*Numbers.* (Growing a Business – Series One.) Mississauga, ON: Marlin Motion Pictures Ltd. This video stresses that a knowledge of financial management skills is required in order to make a profit.	1010		3040 3060
THA	*Planning.* (Minding My Own Business Series.) Vancouver, BC: T. H. A. Media Distributors Ltd. Video and Study Guide: *Learning Strategies for Minding My Own Business.* (26 minutes.) This video is about women entrepreneurs who have started and succeeded in their own businesses. The episodes show the importance of planning. A study guide provides learning strategies for the student.	1010		

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ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

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- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1–800–267–7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

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Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

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Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Agriculture, Food & Rural Development
7000 – 113 Street
Edmonton, AB
T6H 5T6
Telephone: 403–427–2727
Fax: 403–427–2861

District offices have financial information such as software packages and pamphlets.

Alberta Advanced Education and Career Development
Information Development and Marketing
8th Floor, Commerce Place Building
10155 – 102 Street
Edmonton, AB
T5J 4L5
Telephone: 403–422–1794
Fax: 403–422–5319

The Career Planner
The Career Shop (Catalogue)

Alberta Economic Development and Tourism
Small Business Development Branch
10155 – 102 Street
Edmonton, AB
T5J 4L6
Telephone: 403– 427–5267
Fax: 403–427-5926

Financing a Small Business
Starting a Small Business

District Taxation Office
Revenue Canada, Taxation is served by regional offices throughout Alberta.

In addition to the *Teaching Taxes Program* listed under the authorized resources these offices provide taxation information, forms, and in some cases, films and speakers.

Federal Business Development Bank
PO Box 335
Tour de la Place-Victoria
Montréal, PQ H4Z 1L4

Regional offices in Calgary (403–292–5000), Edmonton (403–495–2277), Grande Prairie (403–532–8875), Lethbridge (403–328–9681) and Red Deer (403–340–4203) have a variety of resources to assist small and medium-sized businesses. They also publish *PROFITS* four times a year. Speakers may also be available.

Federal/Provincial Consumer Education and Plain Language Task Force
c/o Manitoba Textbook Bureau
277 Hutchings Street
Winnipeg, MB
R2X 2R4

Project Real World: Economic Living Skills for High School Students

Public Libraries
Business materials, usually shelved in a special area, may include annual reports from Canadian public companies and business organizations, and booklets, magazines, newspapers and periodicals such as *Alberta Business, Business Week, Canadian Business, Fortune, Trade and Commerce, Small Business, The Financial Post, Wall Street Journal* and *The Globe and Mail.*

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PROFESSIONAL ASSOCIATIONS

The Canadian Institute of Chartered Accountants
277 Wellington St. W
Toronto, ON
M5V 3H2
Telephone: 416–977–3222
Fax: 416–977–8585

CICA Publications describes many publications available.

Certified General Accountants Association of Canada
700, 1188 West Georgia Street
Vancouver, BC
V6E 4A2
Telephone: 604–669–3555
Fax: 604–689–5845

Certified General Accountants of Alberta
1410, 555 – 4 Avenue SW
Calgary, AB
T2P 3E7
Telephone: 403–299–1300
Fax: 403–299–1339

The CGA provides career information as well as the *School Accounting Modules*.

The Institute of Chartered Accountants of Alberta
580 Manulife Place
10180 – 101 Street
Edmonton, AB
T5J 4R2
Telephone: 403–424–7391
Fax: 403–425–8766

The Society of Management Accountants
850 120 King St. NW
Hamilton, ON
L8P 4V2
Telephone: 905–525–4100
Fax: 905–525–4533

Provides career information concerning the Certified Management Accountant's program. Inquire about the Management Profile package, which has two videos, case study notes for students and teacher notes.

The Society of Management Accountants of Alberta
1800, 125 – 9 Avenue SE
Calgary, AB
T2G 0P6
Telephone: 1–800–332–1106
Fax: 403–262–5477

OTHER ASSOCIATIONS/ ORGANIZATIONS

Bank of Montreal
Communications Assistant
Public Affairs
PO Box 6002
Place D'Armes
Montréal, PQ
H2Y 3S8
Telephone: 514–555–1212

Money and Banking Modules (teacher resource - duplication permission granted when used by schools)

Canadian Bankers Association
30th Floor, Commerce Court West
PO Box 348
Toronto, ON
MSL 1G2
Telephone: 416–362–6092
Fax: 416–362–7705

Financing a Small Business: Working with Your Bank
Helping You Bank
Starting a Small Business

Canadian Imperial Bank of Commerce
Commerce Court
Toronto, ON
M5L 1A2
Telephone: 416–980–2211
Fax: 416–861–3666

Canadian Securities Institute
2330, 355 – 4 Avenue SE
Calgary, AB
T2P 0J1
Telephone: 403–262–1791

The Conference Board of Canada
255 Smyth Road
Ottawa, ON
K1H 8M7
Telephone: 613–526–3280
Fax: 613–526–4857

Employability Skills Profile – outlines the skills that employers look for in new employees.
Economic Forecast: Provincial Outlook (research reports, personalized information services).

The Globe and Mail
Advertising Department
The Globe and Mail
444 Front Street West
Toronto, ON
M5V 2S9
Telephone: 1–800–387–5400
Fax: 416–299–1339

A monthly classroom edition of the *Globe and Mail* is available in bundles of 30 student copies plus a teacher's guide for an annual subscription. The *Globe and Mail* supplies a wide variety of annual financial reports for Canadian corporations.

The Insurance Institute of Canada
6th Floor, 18 King Street East
Toronto, ON
M5C 1C4
Telephone: 416–362–8586

The Institute has a free educational package *Choice Chance Control.*

Institute of Canadian Bankers
Western Region
550 – 6 Avenue SW
Calgary, AB
T2P 0S2
Telephone: 403–262–3422
Fax: 403–233–7698

Investment Dealers Association
2330, 355 – 4 Avenue SW
Calgary, AB
T2P 0J1
Telephone: 403–262–6393

Royal Bank of Canada
Public Affairs
335 – 8 Avenue SW
Calgary, AB
T2P 2N5
Telephone: 403–292–3493
Fax: 403–292–3017

Your Business Matters (series)
Your Money Matters (series)

Rural Education and Development Association
220, 10403 – 172 Street
Edmonton, AB
T5S 1K9
Telephone: 403–451–5959
Fax: 403–452–5385

Co-operative Finance
This high school resource module is designed to provide students with an understanding of the financial industry. Cooperative Resource Materials Program (CRM) provides teachers in Alberta with inservices and resources for teaching about cooperative values and practices.

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DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
APL	Arnold Publishing Ltd. Suite 101, 10301 – 104 Street Edmonton, AB T5J 1B9	403–426–2998 Fax: 403–426-4607 1–800–563–2665
CCP	Copp Clark Longman Ltd. See LRDC *Buyers Guide* for Information	
FPA	Federal Public Affairs Revenue Canada 9700 Jasper Avenue Edmonton, AB T5J 4C8	403–495–6340 Fax: 403–495–2462
IIC	The Insurance Institute of Canada 6th Floor, 18 King Street Toronto, ON M5C 1C4	416–362–8586 Fax: 416–362–4239
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MLC	Magic Lantern Communications Ltd. 19949 – 56 Avenue Langley, BC V3A 3Y2	604–530–2602 1–800–263–1818 Fax: 604–530–2603
MMP	Marlin Motion Pictures Ltd. 211 Watline Avenue Mississauga, ON L4Z 1P3	416–890–1500 Fax: 905–890–6550 1–800–865–7617
SCS	Smythe Computer Services Software 3273 Whispering Pine Road Burlington, ON L7M 2R4	416–332–4449 Fax: 416–820–8369
SUN	Sunburst Communications 920 Mercer Street Windsor, ON N9A 7C2	1–800–321–7511 Fax: 914–747–4109
THA	T.H.A. Media Suite 307, 1200 West Pender Street Vancouver, BC V6E 2S9	604–687–4215 Fax: 604–688–8349 1–800–661–4919

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FINANCIAL MANAGEMENT

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLG's) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *CTS Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is <u>not</u> a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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SAMPLE STUDENT LEARNING GUIDES

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FIN3010 Advanced Accounting J.17

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLG's are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLG's as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. Why Take This Module?

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. What Do You Need To Know Before You Start?

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. What Will You Know And Be Able To Do When You Finish?

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. When Should Your Work Be Done?

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. How Will Your Mark For This Module Be Determined?

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLE's defined for the module.)

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6. Which Resources May You Use?

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLG's may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. Activities/Worksheets

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- a student learning guide template, available on disk in IBM or Mac format.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement.*

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides", starting on page J.11.

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CAREER & TECHNOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

©Alberta Education, Alberta, Canada

WHY TAKE THIS MODULE?

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

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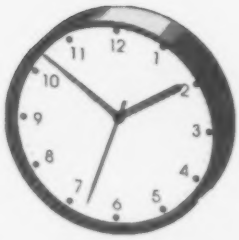
WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

-
-
-
-
-
-
-
-

WHEN SHOULD YOUR WORK BE DONE?



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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

-
-
-
-
-
-

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ACTIVITIES/WORKSHEETS

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

FINANCIAL MANAGEMENT

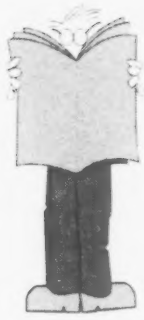
SAMPLE STUDENT LEARNING GUIDE

FIN1010 Financial Information

©Alberta Education, Alberta, Canada

FIN1010 Financial Information

WHY TAKE THIS MODULE?



- Open the door to the world of business.
- Make sense of your personal finance.
- Sharpen your business decision-making skills.
- Check out your ethics IQ.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, you should be willing to learn and accept responsibility for your learning. You should also have the ability to follow oral and written instructions.

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FIN1010 Financial Information

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- explain the importance of ethical conduct
- identify and explain personal and small business financial management
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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FIN1010 Financial Information

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Concept tests and/or assignments.	30–50%
• Practical exercises and projects.	40–60%
• Portfolio items (optional).	5–10%
•	

WHICH RESOURCES MAY YOU USE?

- *Making Economic Choices*, Copp Clark Pitman.
- Videos and teacher resources (see Learning Resource Guide – ACCESS – *Making Ethical Decisions, The Ethics Jungle*).
- Newspapers, magazines, periodicals.
- Sample brochures and banking forms from financial institutions.
- *Choices, Chances and Control.*

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FIN1010 Financial Information

ACTIVITIES/WORKSHEETS

1. Read the following and with the help of your teacher, fill in the **calendar** indicating when you will complete each activity.

2. View the video(s) on ethics and/or read the information supplied by your teacher to complete two of the following:

   - answer the questions provided in the guide that accompanies the video

   OR

   - prepare a code of ethics with a minimum of 10 items for an organization with which you are familiar (e.g., students' union, a club, school team, graduation committee)

   OR

   - compare the codes of ethics of three organizations, businesses and/or professions

   OR

   - analyze at least five case studies and determine the difference between ethical and legal behaviour and provide this information to the class in the form of a presentation.

3. Begin a glossary of financial management terms that will be used in this module and that will be expanded if you take other modules. (TIP: save this on a disk.)

4. Alone or in a group select a topic and prepare a research report discussing how environmental, social/legal and human resource issues create change in the economic environment. (Suggested topics: smoking, waste management, recycling, clean water, forced early retirement.)

5. Choose a product, e.g. oil, wheat, computers, software, and show how it may be affected by competition, world markets, price changes and/or interest rates. Discuss with your teacher the possibilities for presenting this information in the form of a bulletin board display, comic strip, video, report, etc. Agree on the format you will use.

6. Gather materials from a variety of financial institutions and compare the services offered by these institutions. From the materials gather, prepare and present your findings.

7. Complete banking documentation required for bank transactions as directed by your teacher.

8. Complete a set of problems that compares simple and compound interest costs.

9. Using an example, describe the potential problems of using credit.

10. Explain the three Cs of credit (character, capacity, collateral) and describe a scenario where all three would be present, and a scenario where one is missing.

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FIN1010 Financial Information

11. View the video, *Choice, Chances and Control,* and/or read information as directed by your teacher and complete one of the following:

    - you are an insurance agent. Write a letter to a small business telling it what it needs to protect the business and the owners from risk

    OR

    - your 19-year old friend is moving away from home and now he needs insurance. Write out what your recommendations would be

    OR

    - ask your family what kind of insurance coverage they have, analyze the coverage and explain whether it is adequate and if not what you would recommend.

12. You want to start a small business that will have three employees. Describe what government regulations you will be required to follow; e.g., federally – income tax, payroll deductions; provincially – taxes, labour laws, WCB; municipally – business tax, licences required.

13. Complete the test that will be given to you by your teacher.

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CAREER & TECHNOLOGY STUDIES

FINANCIAL MANAGEMENT

SAMPLE STUDENT LEARNING GUIDE

FIN3010 Advanced Accounting

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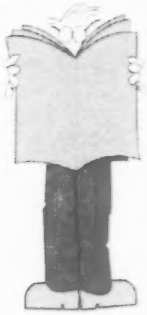
FIN3010 Advanced Accounting

WHY TAKE THIS MODULE?



- You will focus your skills on mastery of advanced accounting procedures that relate to realistic business situations.
- You will explore a variety of procedures used to establish the value of assets. Some concepts included are capital assets, uncollectible accounts, accruals.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FIN2030: Merchandising Business 2

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FIN3010 Advanced Accounting

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

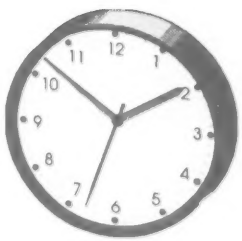
Upon completion of this module you will be able to:

- define terms relevant to capital assets, uncollectible accounts, accruals, and manufacturing or departmental accounting
- apply advanced accounting procedures that relate the above terms to realistic business situations
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



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FIN3010 Advanced Accounting

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Concept tests and/or assignments.	20–30%
• Practical exercises and projects.	60–70%
• Portfolio items.	5–10%

WHICH RESOURCES MAY YOU USE?

Two resources are referred to as a guideline. For other resources, see Learning Resource Guide.

- *Century 21 Accounting: Advanced Course*, Nelson Canada.
- *Financial Accounting (1–12)*, Prentice-Hall Canada Inc.
- *Management Accounting*, Prentice-Hall Canada Inc.
- Videos or other material (software).

Note: Extra materials on bank reconciliations will need to be provided by the teacher.

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FIN3010 Advanced Accounting

ACTIVITIES/WORKSHEETS

1. Read the following activities and with the help of your teacher, fill in your **calendar** indicating when you will complete each activity. **Note**: Assignments/worksheets may be computer generated or manual.

2. As you complete the assignments for the module and as you read the appropriate resources, add to your glossary all terms related to capital assets, uncollectible accounts, inventory, accruals and bank reconciliations.

3. Read the section of the text on Capital Assets (*Century 21*, pages 314–347; *Financial Accounting*, pages 431–472). Complete problems as directed by your teacher related to the following:

   - prepare a schedule showing calculation of depreciation of a fixed asset using various amortization methods
   - identify the concept of recording items as assets or as expenses by recording appropriate adjusting entries
   - record entries in the appropriate journal for buying and disposing of fixed assets
   - record the depreciation of a fixed asset
   - research a depleting natural resource and prepare a report.

4. Read the section of the text on Uncollectible Accounts (*Century 21*, pages 292–306; *Financial Accounting*, pages 353–360). Complete problems as directed by your teacher related to the following:

   - prepare a worksheet calculating the aging of accounts receivable
   - prepare journal entries: using the allowance method write off uncollectible accounts/collection of uncollectible accounts
   - prepare a report on the different methods of calculating the value of uncollectible accounts receivable
   - demonstrate by using T accounts the effect of writing off uncollectible accounts by using two methods (display).

5. Read the section on revenue and expense accruals (*Century 21*, pages 349–370, 376–387; *Financial Accounting*, pages 94–108). Complete problems as directed by your teacher AND/OR
   - prepare journal entries to update general ledger accounts (accruals, payroll, etc.)
   - demonstrate the effect of adjustments on accruals by using T accounts.

6. After discussion with your teacher, complete one of the following:

   - activities related to manufacturing (*Century 21*, pages 621–633; *Management Accounting*, pages 964–1008)

   OR

   - activities related to departmental accounting (*Century 21*, pages 601–614; *Management Accounting*, pages 1100–1104)

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